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AUTHOR	Cluck, Janice Bona: Melliges, Pam
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ABSTRACT

This curriculum guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of real estate marketing, as well as to provide the marketing and distributive education teacher/coordinator with maximum flexibility. The essential common and specialized competencies have been identified and listed in 11 instructional areas based upon structured interviews with realtors, association members, trainers, and educators in the state of Illinois. Competencies were organized into instructional clusters and an objective written for each cluster to facilitate the organization of instruction for the teacher/coordinator. A number of learning activities are suggested for each competency to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Instructional materials are listed in the reference column of each competency and in the bibliography of instructional materials. The competencies cover the following 11 instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising, operations, product/service technology, and selling. (These instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based competitive events program and for other curriculum projects.) (Author/KC)

Marketing and Distributive Education Curriculum Guide

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

Marketing Services: Real Estate

ED204512

CE 029 382

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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REAL ESTATE

Curriculum Guide

ILLINOIS STATE BOARD OF EDUCATION
Donald F. Muirheid, Chairman

Donald G. Gill
State Superintendent of Education

Roger L. Luft, Project Director

Janice Bona Cluck, Researcher
Pam Melliges, Researcher
Sheryl A. Bleyer, Grad. Asst.

Department of Vocational Education Studies
Business Education Program
Southern Illinois University
Carbondale, Illinois

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FOREWORD

The MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR REAL ESTATE has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the career field of marketing, and to allow marketing and distributive education teacher/coordinators maximum flexibility. A variety of suggested learning activities are provided to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Complete bibliographical data for the references listed under each competency is presented in the introductory pages.

The Illinois State Board of Education is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in the following fifteen instructional program areas in the field of marketing: Advertising Services, Apparel and Accessories, Automotive-Petroleum, Finance and Credit, Food Marketing, Food Services, General Retail Merchandising, Hardware-Building Materials-Farm and Garden, Home Furnishings, Industrial Marketing, Lodging-Recreation and Tourism, Marketing Services (Business/Personal Services, Real Estate, Insurance, and Agricultural Services), Small Business Management, Transportation and Warehousing, and Wholesaling. Curriculum guides for all fifteen instructional program areas have been, or are in the process of being, developed.

Sincere appreciation is extended to realtors, association members, trainers, and educators in the state of Illinois who assisted in identifying and validating the competencies and learning activities presented in this curriculum guide and who field-tested the materials, and those who served on the advisory committee for the project.

Donald G. Gill

Donald G. Gill
State Superintendent of Education

MARKETING AND DISTRIBUTIVE EDUCATION
CURRICULUM GUIDE for
REAL ESTATE

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Instructional Competencies Classified into
11 Instructional Areas 1

Area	Color	Page
ADVERTISING	Blue	1
COMMUNICATIONS	Goldenrod	11
DISPLAY	Yellow	23
FINANCE	Salmon	31
HUMAN RELATIONS	Buff	37
GENERAL MANAGEMENT	Green	47
PROPERTY MANAGEMENT	Green	65
MARKETING/ECONOMICS	Blue	71
MATHEMATICS	White	77
PRODUCT/SERVICE TECHNOLOGY	Yellow	83
SELLING	Green	91

Blank Sample Competency Worksheets 119

HOW TO USE THE REAL ESTATE CURRICULUM GUIDE

This publication, MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR REAL ESTATE, was prepared during the period of 1979-80, for the purpose of providing the curriculum coordinator with a planning guide for the marketing and distributive education classroom. Because of the style, this guide also lends to maximum flexibility in preparing and administering individualized instruction. Required competencies were identified and listed in 11 instructional areas through interviews with personnel of real estate businesses. These competencies were then organized into instructional clusters and an objective was written for each cluster to further the organization of instruction for the educator or trainer. The instructional materials listed in the resource column of each competency and in the bibliography are suggested because they are the ones that are most readily available and are most commonly used by teachers in the field. Also, there is more than one resource listed under each competency so as to provide the teacher with an even greater amount of flexibility for individualizing instruction. The content section is a suggested outline based upon the competencies and objectives. From this outline, a number of learning activities have been provided to allow the educator or trainer the opportunity of selection.

This publication serves to provide the curriculum planner with a basis for devising competency-based curricula patterns leading to these levels of marketing employment: 1) Threshold, 2) Career Sustaining, 3) Specialization, 4) Entrepreneurial. Initial preparatory courses should be designed so that basic competencies common to all marketing employment opportunities are developed by students whose occupational choice is marketing.

To facilitate the selection process and the subsequent instruction, the competencies have been grouped and color coded into 11 instructional areas:

Instructional Area	Color
Advertising	Blue
Communications	Goldenrod
Display	Yellow
Finance	Salmon
Human Relations	Buff
General Management	Green
Property Management	Green
Marketing/Economics	Blue
Mathematics	White
Product/Service Technology	Yellow
Selling	Green

The loose-leaf format of this guide is conducive to making additions. Additional competencies identified as essential or desirable at the local level may be inserted into the guide. (Blank sample competency worksheets are included in this guide.) Also, the instructor may arrange the guide into desired instructional sequences.

The flexible design of this guide makes it appropriate for indivdiualized instruction, small-group instruction, or large-group instruction, and a variety of learning activities are suggested for each type. The educator or trainer may choose one or more of the suggested activities depending upon the method of instruction being used. In addition, the content may be easily adjusted to a variety of scheduling patterns, including:

1) modular time periods
2) block time periods
3) traditional time periods.

When the cooperative method is used, the competencies listed in this guide may be helpful in the development of training plans.

The competencies listed in the guide and the curriculum guide itself should be considered only as teaching suggestions and not as the complete curriculum. Individual student and community needs as well as the judgment, experience, and opinions of the educators or trainers and advisory committee members should determine the content of the curriculum on the local level, because training needs may vary from one geographical area to another. Curriculum planners are encouraged to revalidate the competencies with local employers.

INFORMATION ON CAREERS IN
THE REAL ESTATE INDUSTRY

REAL ESTATE

Real estate is the largest income producing industry in the selling profession. The purchase of properties is generally the greatest monetary investment that an individual or company will make, and as the population continues to increase, the value of real estate properties will also rise. People are looking at real estate as a safe and secure investment now more than ever, because of its good record of steadily increasing in value. For these and other reasons, the real estate industry is and will continue to be a dynamic focal point in the selling profession.

Like many industries where selling is a fundamental requirement for success, the real estate business is a highly competitive one. This frequently intimidates potential salespeople as they observe the number of real estate professionals that are operating in their area. The fact is, however, that many real estate salespeople are only average in their performance and that the demand for motivated, well-trained professionals is great. Therefore, this requires that the potential real estate professional be willing to accept the challenges imposed on him/her with a dedication to the high standards of the real estate profession. The challenges are indeed great, but so are the rewards.

The real estate business offers many opportunities for people of all ages and backgrounds. It is a field that can allow people to work full or part-time with a high degree of success and accomplishment. For those who are motivated, the road to advanced managerial positions is open.

Additional information about careers in the real estate industry is available from:

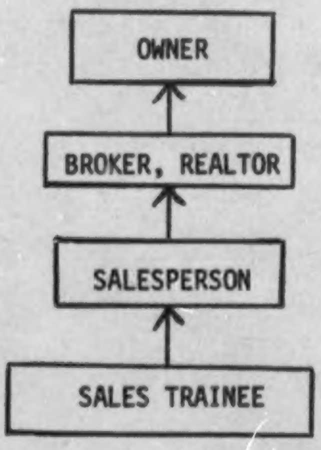
National Association of Realtors
430 N. Michigan Avenue
Chicago, IL 60611

Illinois Association of Realtors
Illinois Realtors Plaza - Suite 400
Springfield, IL 62703

Society of Real Estate Appraisers
645 N. Michigan Avenue
Chicago, IL 60611

A general career ladder and job descriptions of common job titles in real estate businesses follow. The number of these job titles will vary according to the size and specialization of the business. Therefore, larger businesses will have more specialized positions performed by a greater number of employees than will smaller businesses. The job descriptions that follow are those most commonly found in a typical real estate business.

GENERAL CAREER LADDER - REAL ESTATE



JOB DESCRIPTIONS - REAL ESTATE

OWNER - The owner of the real estate business is sometimes the broker of the establishment as well. In this case, the owner would assume more of the managerial and supervisory duties of the business. The owner would establish company policies, and work with the broker in setting up budgets, advertising and promotion strategies, personnel management procedures, market analysis, operation evaluations, and corrective measures, etc.

BROKER - Each real estate office must be overseen by a broker. Many real estate contracts require that a broker be present when they are completed since the broker acts as an intermediary in a real estate transaction. A broker assumes much of the duties that a manager or supervisor undertakes in other selling businesses. The duties of this position may include the implementation and management of company policies, budgets, advertising strategies, personnel management procedures, appraising methods, market analysis, operation evaluations, and corrective measures, etc. In addition, the broker may also work in the capacity of a real estate salesperson.

SALESPERSON - The real estate salesperson performs such duties as prospecting for clients, analyzing the clients' needs and qualifications, helping the buyer obtain adequate financing, showing properties, obtaining offers and counter offers, working out closing details and procedures, appraising properties, etc. Since the salesperson also acts as an intermediary in a real estate transaction, it is frequently his/her duty to assist in the completion of the necessary real estate contracts.

PROFESSIONAL DESIGNATIONS - REAL ESTATE

Some realtors desire to become specialists in certain areas of real estate. Some examples of such special designations and the requirements for each are:

CERTIFIED COMMERCIAL INVESTMENT MEMBER (CCIM) - Sponsored by the Realtors National Marketing Institute, (RNMI - CID) and requires four years of sales experience, successful completion of four required commercial-investment courses, and submission of three demonstration reports of transactions completed by the candidate.

GRADUATE, REALTORS INSTITUTE (GRI) - Sponsored by the National Association of Realtors, (NAR) and requires membership in National Association of Realtors, successful completion of three courses covering law, finance, and principles of real estate.

CERTIFIED RESIDENTIAL BROKER (CRB) - Sponsored by the Residential Division of the Realtors National Marketing Institute, (RNMI - RD) and requires five years experience as a licensed broker, successful completion of five required courses of residential division.

CERTIFIED REAL ESTATE SECURITIES SPONSOR (CRSS) - Sponsored by the Real Estate Securities and Syndication Institute, (RESSI) and requires successful completion of four stipulated short courses, and the submission of an acceptable demonstration report approved by the national designation's or admissions committee.

SOCIETY OF INDUSTRIAL REALTORS (SIR) - Requires eight years of experience in real estate, three of which must have been substantially in industrial properties, a reputation for sincerity, integrity, and ability, the passing of a written examination, and approval of SIR National Admissions Committee.

ACCREDITED FARM AND LAND MEMBER (AFLM) - Sponsored by the Farm and Land Institute, (FLI) and requires successful completion of certain FLI courses and examinations, two years experience in farm and land brokerage, and continous participation in FLI activities.

COUNSELOR, REAL ESTATE (CRE) and SENIOR REAL ESTATE ANALYST (SREA) - Sponsored by the American Society of Real Estate Counselors, (ASREC) and Society of Real Estate Appraisers, (SREA) respectively, and requires membership by invitation only based on candidate's past professional performance and reputation of integrity and ability.

SENIOR RIGHT - OF - WAY AGENT (SR/WA) - Sponsored by the American Right - of - Way Association, (AR/WA) and requires five years of property negotiation and acquisition experience, completion of four required courses dealing with right - of - way negotiations, appraisal, law and engineering, completion of other educational courses or gaining experience as required by the national admissions committee.

CERTIFIED PROPERTY MANAGER (CPM) - Sponsored by the Institute of Real Estate Management, (IREM) and requires a college degree or its equivalent, successful completion of two IREM courses, five years of property management experience, submission of an acceptable written demonstration report, and management approval by the national membership committee.

APPRAISERS - Sponsored by the American Institute of Real Estate Appraisers, (AIREA), the American Society of Appraisers, (ASA), the Appraisal Institute of Canada, (AIC), and the International Association of Assessing Offices,(IAAO) and consists of two levels:
The 1st Level - recognized by expertise in appraising residences.
The 2nd Level - involves appraising all kinds of property, with emphasis on income properties, college education or equivalent, five years of appraisal experience, completion of four required examinations, submission of two acceptable demonstration appraisals, and approval by a national admissions committee. One professional appraiser designation sponsored by the NAR is Member of the Appraisal Institute (MAI), one of the highest designations possible.

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COMPETENCY CURRICULUM PLANNING GRID

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	Page Number
ADVERTISING		
Participate as a team member in planning advertising and vary promotional techniques.	1406	1
Keep the general public cognizant of your agency's name and services, and realize the contributions made by specialty advertising.	1407	2
Identify specific target markets for demographic and geographic information, and target audiences for testing sales promotion activities.	1408	3
Identify the types of media available for advertising and related costs of various media.	1409	4
Understand the acceptability of advertising media in your community.	1410	5
Know the types and uses of advertising, sales promotion, publicity, and promotional campaigns.	1411	6
Understand the law regarding advertising of real property.	1412	7
Know thoroughly the property you wish to promote; gather information for advertising copy; write advertising copy; and check advertising proofs for corrections, additions, and deletions.	1413	8
Know the importance of visibility through participation in community-wide projects.	1414	9
Evaluate your agency's advertising and promotional efficiency, and determine the strengths and weaknesses of an advertising campaign.	1415	10
COMMUNICATIONS		
Listen objectively.	1478	11
Effectively handle incoming telephone calls.	1479	12
Create the right atmosphere in which to conduct an interview.	1480	13
Recognize the confidentiality of communication.	102	14
Tactfully gather information from the client, and develop an awareness of body and non-verbal communication.	1481	15
Read trade and business journals and publication to keep abreast of real estate and business trends.	1482	16
Evaluate personal and agency communication effectiveness.	1483	17
Translate technical words into the client's language.	143	18
Write letters of introduction for your agency, prospecting letters, appreciation, and follow-up letters.	1484	19
Communicate decisions to others and suggest changes to management.	1485	20
Develop a vocabulary descriptive of real estate to be sold.	1486	21
DISPLAY		
Know the types and uses of displays.	1553	23
Know the use of visual merchandising (i.e., open houses); and maintain a photo gallery of listed homes, commercial and rental properties.	1554	24
Evaluate the total effect conveyed to the public by the real estate office building and/or entrance.	1555	25
Conduct an open-house promotion and evaluate the effectiveness of open/model homes.	1556	26
Prepare real estate property for display, prepare yourself for displaying real estate, and prepare the client for displaying real estate.	1557	27
Know how to show unfurnished homes.	1558	28
Know how to select a site for a new exhibit and how to furnish an exhibit home.	1559	29
Understand the laws regarding displaying real property and how to decide on an appropriate outdoor sign.		

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	Page Number
FINANCE		
Keep up-to-date on real estate financing funds.	1526	31
Solve various real estate finance problems.	1527	32
Complete financial arrangements for/with clients.	1528	33
Know financing that pertains to the completion of real estate transactions.	1529	34
Know the types of mortgages and their application to appropriate transactions.	1530	35
HUMAN RELATIONS		
Effectively handle difficult buyers and sellers and empathize with their needs.	1517	37
Exercise self-control during trying situations.	294	38
Accept criticism and turn it into a character-building element.	295	38
Build sound working relationships in "forced" associations.	269	39
Develop and maintain harmonious relationships with other staff, supervisors, clients, and competing agency personnel.	281	40
Show a willingness to accept and put into practice the planned policies and procedures of management.	325	41
Recognize the accomplishments of others.	265	42
Realize that first impressions are important to the business and last impressions are longest remembered.	1523	43
Avoid misrepresentations of people, properties, and policies.	289	44
Realize that good human relations within an agency build good public relations.	320	45
Understand general management principles and practices.	1226	47
Interpret property descriptions from deeds, abstracts, floor plans, blueprints, and other legal documents.	1227	48
Identify the owners', property, and agency's requirements for insurance.	1228	49
Exercise skill in making decisions and managing time.	1229	50
Exercise skill in setting goals, and determining policies, procedures, and programs.	1230	51
Realize that employees will comply more readily with policies they understand.	1231	52
Develop a dedication to the public, the success of the business, and the people supervised.	1232	53
Assist in the career development of staff members, and guide and motivate others to see and achieve their own goals.	1233	54
Identify what jobs have to be done and their interrelationship according to authority and responsibility.	1234	55
Manage financial systems, records, marketing and statistical control, sales and listing activities, and adhere to budgets.	1235	56
Assign non-selling duties to sales supporting personnel, and follow-up on job assignments.	1236	57
Participate in local and service clubs in order to expand contacts and contribute to community growth; keep up-to-date on real estate news and marketing methods.	1237	58
Direct supervisors within the agency and empathize with the needs of employees.	1238	59
Adjust, adapt or change as circumstances change.	1239	60
Recruit, train, and develop sales associates, and develop "in-house" training programs.	1240	61
Apply the code of ethics of the National Association of Realtors.	1241	62
Compete fairly in selling and avoid direct competition with subordinates.	1242	63
Be aware that a supervisor should set an example of personal work habits and character which employees can emulate.	1243	64
MANAGEMENT		
Understand property renovation.	1244	65

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	Page Number
Understand tenant selection, maintenance, and special service for multi-story building management.	1245	66
Understand strip-store, shopping center leasing, chain store leasing, commercial property leasing, industrial property leasing, and subsidized property leasing.	1246	67
Know the functions of management and the fundamentals of a tenant-management relationship.	1247	68
Prepare, apply, and analyze a lease.	1248	69
Evaluate management effectiveness.	1249	70
MARKETING/ECONOMICS		
Identify factors influencing supply and demand (i.e., population, employment, wage levels, vacancy levels, labor supply, governmental control).	1022	71
Know the intangibles of business, (i.e., human relations factors, economic factors, and innovations) influencing business.	1023	72
Understand how prices psychologically affect customers.	1024	73
Determine seasonal business cycles and general patterns.	1025	74
Keep informed of competitive conditions in the market area which the agency serves.	1026	75
MATHEMATICS		
Add, subtract, multiply, and divide with precision; use and translate fractions, percents and decimals.	1702	77
Calculate interest on loans, sales commission, and broker's fee.	1703	78
Determine the costs to the buyer for real estate transactions; compute the net proceeds (after assessments, taxes, commissions, discounts, etc.), to the seller; and calculate the ways of preparing the deed, recording fees, and other legal fees.	1704	79
Determine the value of property, prepare cost breakdown of "extras" in homes or property, estimate cost of depreciation and condition of various types of property.	1705	80
Measure property, house, and room sizes.	1706	81
Determine income from property; compute property taxes; prorate taxes, insurance, and rents; and figure profit and loss in real estate sales.	1707	82
PRODUCT/SERVICE TECHNOLOGY		
Know what constitute a section of land, and interpret legal descriptions.	1316	83
Know thoroughly the property you wish to promote and understand the ways of classifying and describing homes.	1317	84
Know selling features of plumbing, heating, and air conditioning which are benefits to customers.	1318	85
Know how to manage maintenance activities such as preserving, cleaning, and altering.	1319	86
Know the possession requirements such as possession date, transfer of utilities, and delivery of keys to assist buyer and seller.	1320	87
Identify the different styles of homes and buildings and be familiar with construction techniques and building materials.	1321	88
Understand the different types of ownership (i.e., condominium, single family, cooperative).	1322	89
Understand all areas of insurance that pertain to property.	1323	90
SELLING		
Prepare a competitive market survey and understand the law regarding selling of real property.	1904	91
Skillfully obtain property information and accurately report property information obtained	1905	92
Evaluate your agency's prospecting effectiveness.	1906	93
Initiate contests offering financial reward/recognition for meeting or surpassing sales quotas.	1907	94

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	Page Number
Skillfully locate and qualify prospective buyers.	1908	95
Locate listings for your agency from such sources as referrrals, solicitations, leads, and previous customers.	1909	96
Effectively apply telephone prospecting techniques.	1910	97
Obtain a listing contract from owners which includes details on: commission, length of listing, etc.	1911	98
Be alert to buying motives of clients, and exercise skill in overcoming prospective buyers' objections.	1912	99
Apply sales appeals according to the buying motives of the clients; exercise tact, creativity, and adaptability.	1913	100
Maintain high morale, motivation and ethics.	1914	101
Exercise skill in showing the property to prospective buyers; explain features and drawbacks of property, and features of neighborhood such as schools, shopping, etc.	1915	102
Understand the termination of listing by law and by action of the parties.	1916	103
Know how to effectively present the offer to the seller, how to effectively present the counter offer, and effectively handle buyer's decision on the counter offer.	1917	104
Understand closing procedures of a sale, and consider how and when to close the sale.	1918	105
Arrange such closing requirements as closing date, deposit, title search, lien search, survey of property, and other legal instruments.	1919	106
Complete legal instruments.	1920	107
Collect any deposit made by the buyer and handle it as prescribed by law.	1921	108
Arrange for the seller to make necessary repairs.	1922	109
Arrange for the buyer to inspect property immediately prior to closing.	1923	110
Keep the owner informed on the progress of the listing.	1924	111
Prepare the property brief to include photos of property and building, maps of property, floor plans, tax information, financing, etc.	1925	112
Maintain a "listing file" in the real estate office with listing indexed, cross-referenced, and up to date.	1926	113
Use assistance of others in your agency when facing a problem.	1927	114
Know the essentials of a valid real estate sales contract and the forms of contract documents.	1928	115
Understand the listing agreements. the contract for sale of real estate, the option to buy and sell, and installment contracts.	1929	116
Understand leases and escrow agreements.	1930	117
Explain sellers' responsibilities for property from sales to close.	1931	118

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1406 - Participate as a team member in planning advertising and various promotional techniques.

CONTENT

I. Writing of Advertising Policy
   A. Objectives of policy
   B. Media to be used
   C. Costs of advertising
   D. Who writes the ad
   E. Market/demographical statistics to be used

II. Various Promotional Techniques
   A. Various media considerations
      1. Newspapers and magazines
      2. Signs and billboards
      3. Bulletins or newsletters
      4. Mailing directly to potential clients, past clients, etc.
      5. Radio
      6. Television

RESOURCES

Real Estate Sales and Brokerage Chapter 3

Modern Real Estate Practice Chapter 6

Realtors Institute Reference and Practice Book - Vol. II, Chapter 4

Realtors National Marketing Institute, Real Estate Advertising Ideas - Sections I - IV

SUGGESTED LEARNING ACTIVITIES:

Assign students a certain type of media and have them write examples of advertising for this media. Have students discuss in class why they feel their advertisement will be effective.

Invite a real estate person to discuss the process of formulating and implementing advertising policy for the agency.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1407 - Keep the general public cognizant of your agency's name and services, and realize the contributions made by specialty advertising.

CONTENT	RESOURCES
I. Specialty Advertising A. Business cards B. Pens, calendars C. Self-induced publicity D. Miscellaneous	Real Estate Principles and Practices - Chapter 22 Real Estate Sales and Brokerage - Chapter 3 Realtors Institute Reference and Practice Book - Vol. II, Chapter 4 Real Estate Advertising Ideas - Section I

SUGGESTED LEARNING ACTIVITIES:

Invite a real estate broker to speak about public awareness of the agency and how specialty advertising effectively maintains this awareness.

Show the class examples of specialty advertising items and discuss when these items might be used. Have students identify and collect examples of specialty advertising items.

Have students choose a product or service and develop a specialty advertising item for it by drawing an example and describing it in a paragraph. Discuss the various specialty advertising creations in class and have the class decide which would be the most effective in attracting customers.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1408 - Identify specific target markets for demographic and geographic information, and target audiences for testing sales promotion activites.

CONTENT

I. Market Factors
  A. Population
  B. Occupancy rates
  C. Employment trends
  D. Government controls

II. Supply/Demand Factors
  A. Available housing
  B. Amount of buyers/sellers

III. Target Audiences
  A. Young couples
  B. Singles
  C. Older, retired couples
  D. Large families

RESOURCES

Real Estae Sales and Brokerage
Chapter 3

Modern Real Estate Practice
Chapters 3, 6

Realtors Institute Reference and Practice Book - Vol. II,
Chapter 2

SUGGESTED LEARNING ACTIVITIES:

Have students list demographic and geographic market factors that are apparent in their family, community, and/or neighborhood.

Divide students into groups and give each group a few examples of products or services. Have them identify at which target audiences these items would be aimed.

Set aside a day for research and have students read about population and housing trends, and write a report on the relation between them.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1409 - Identify the types of media available for advertising and related costs of various media.

CONTENT

I. Media
  A. Stationery & personal cards
  B. Signs/billboards
  C. Open houses
  D. Newspaper
    1. ads
    2. classified
    3. display
  E. Direct mail
  F. Radio/television

II. Considering Costs of Media
  A. Assess objectives of the advertising
  B. Determine the best medias to use
  C. Weigh the costs vs. benefits
  D. Select the best media

RESOURCES

Real Estate Sales and Brokerage - Chapter 3

Modern Real Estate Practice Chapter 6

Real Estate Advertising Ideas - Appendix

SUGGESTED LEARNING ACTIVITIES:

As a class, visit the local newspaper agency and/or radio/television station. Have students write a report about the trip, discussing things learned and activities observed.

Have students collect some examples of advertisements, and provided with cost information, figure how much those particular ads cost.

Divide the students into groups, and send them to various local media locations. Have them get cost information from the particular place visited, and as a group report the findings to the class.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1410 - Understand the response of advertising media in your community.

CONTENT	RESOURCES
I. Response of Various Local Advertising Media A. Newspapers B. Radio, television C. Signs D. Brochures (i.e., Homes and Lifestyle magazines) II. Evaluate Local Media A. Costs B. Effectiveness C. Consistent with agency's policy	Real Estate Advertising Ideas - Chapter 7 Realtors Institute Reference and Practice Book - Chapter 4 Modern Real Estate Practice Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the acceptability of local advertising media.

Have students bring in examples of any local media advertisements, and evaluate their effectiveness. Then, have them select an advertisement specifically relating to real estate and analyze it.

Have students write an essay comparing local advertising media and the media's acceptability for real estate.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1411 - Know the types and uses of advertising, sales promotion, publicity, and promotional campaigns.

CONTENT	RESOURCES
I. Classified Advertising A. Newspapers B. Radio/television C. Magazines	Real Estate Sales and Brokerage - Chapter 3 Real Estate Advertising Ideas
II. Display Advertising A. Brochures B. Office displays C. Store displays	
III. Specialty Advertising A. Logo B. Free Advertising C. Handouts	
IV. Institutional Advertising A. Promote industry B. Promote company	
V. Publicity	

SUGGESTED LEARNING ACTIVITIES:

Discuss the types of advertisements. Have students concentrate on special types, such as institutional advertising, by having them bring in an example.

Instruct students to select one particular real estate agency, and describe that agency's public image. Have them tell how this image came to be.

Have students select three different places of business and describe what kind of publicity is associated with that place.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1412 - Understand the law regarding advertising of real property.

CONTENT	RESOURCES
I. "Regulation Z: A. Truth in Lending Act	Modern Real Estate Practice Chapters 6, 15
II. Disclosures A. Agent's name B. Licensee's interest in ads	Unger/Karvel, Real Estate Principles and Practices Chapter 22

SUGGESTED LEARNING ACTIVITIES:

Invite a guest speaker to discuss real estate advertising laws.

Divide into groups and assign each group a different law on real estate advertising. Have the group write a report and present it orally to the class.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1413 - Know thoroughly the property you wish to promote; gather information for advertising copy; write advertising copy; and check advertising proofs for corrections, additions, and deletions.

CONTENT

I. Ad writing
   A. Demographics of property
   B. Style of ad
   C. Media used

II. Ad Strategy
   A. Target audience
   B. Media used

RESOURCES

Modern Real Estate Practice
Chapter 6

Real Estate Sales and
Brokerage - Chapter 3

Realtors Institute Reference
and Practice Book - Vol II,
Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Have students bring in the real estate section of the local newspaper. Assign one ad to each student and have him/her analyze it, and decide whether or not it is a good ad.

Have students select an ad showing a location and instruct the class to go by and look at the property described. Discuss how well the ad represented the property.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1414 - Know the importance of visibility through participation in community-wide projects.

CONTENT	RESOURCES
I. Public Relations	Real Estate Advertising Ideas Chapter 7
A. Get business name known to public	
B. Get your name known to public	
II. Service to the Community	Principles of Real Estate Management - Chapter 22
A. Involvement in community affairs	
B. Involvement in civic/private associations	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the idea of "Community first - then company".
Have students compile a list of various prestigious clubs and organizations in the community.

Have a "guest speaker - Realtor" speak about public relations and community service and the results of successful public relations.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EVALUATE ADVERTISING IN REAL ESTATE.

COMPETENCY(IES): 1415 - Evaluate your agency's advertising and promotional efficiency, and determine the strengths and weaknesses of an advertising campaign.

CONTENT	RESOURCES
I. Advertising and Promotional Efficiency A. Results must meet the predetermined objectives of the agency	Real Estate Sales and Brokerage - Chapter 3
B. Results must be consistent with the advertising policy	Modern Real Estate Practice Chapter 6
II. Determining Strengths and Weaknesses A. Evaluate product image B. Evaluate advertising copy	Realtors Institute Reference and Practice Book - Vol. II, Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Have students read about evaluation of advertising policy and discuss strengths and weaknesses of advertising policy related to real estate agencies.

Have students visit a real estate agency and talk with a broker about advertising effectiveness. Have them write a report on the relationship between advertising and sales.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1478 - Listen objectively.

CONTENT	RESOURCES
I. Some Requirements of a Good Listener A. Proper attitude B. Necessary vocabulary C. Ignore distractions D. Adequate physical condition	Business English and Communication - Chapter 4 Understanding and Using Communication - Chapters 5, 6
II. Further Requirements of Listening Objectively A. Eliminate prejudices B. Minimize emotions C. Familiarize oneself with the subject	NAR, Realtors Institute and Reference Book - Vol. II, Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have students role play in exercises involving conversations between sellers, buyers, and realtors. After each exercise, quiz the rest of the class on what developed during the conversation to see how well they listened.

Discuss with the students the importance of observing non-verbal feedback in order to listen and understand more effectively. Have them observe one instance of non-verbal feedback in a conversation and report back to the class.

Prepare cassette tapes providing instructions for students to follow. When the exercise is finished, have students compare the results of the exercise and generalize in what listening areas they need improvement.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1479 - Effectively handle incoming telephone calls.

CONTENT	RESOURCES
I. Considerations of Handling Telephone Calls A. Friendly, courteous voice B. Focus attention on the caller and the message C. Obtain the necessary information pleasantly D. Exercise tact in exchanging information E. Communicate an eager desire to help	Business English and Communication - Unit 60 Real Estate Selling Magic Chapter 6 Selling Principles and Methods - Chapter 8
II. Know What Information You Want A. Name and address B. Appointment dates and times C. Data on the caller (i.e., needs, background, etc.) D. Miscellaneous	

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the class some winning telephone techniques in handling callers.

Discuss with the class the types of information that a real estate person might wish to obtain on the telephone from a buyer, seller, or potential client. Also discuss what type of information the real estate person may not wish to give out on the phone (i.e., address of properties, etc.).

Have students pair off and practice good telephone techniques by simulating an office call situation. Provide any information concerning the conversation or its content as needed.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1480 - Create the right atmosphere in which to conduct an interview.

Content	Resources
I. Conducting an Interview A. Be prepared 1. Know the information you want 2. Have a proper setting arranged a. generate a "mood" b. small room is best 3. Obtain and understand the necessary background information 4. Miscellaneous B. Know the purpose(s) of the interview 1. Qualifying the buyer 2. Obtain needed information from the seller C. Know the direction you wish the interview to follow D. Courteously conduct the interview 1. Put the other person at ease 2. Be receptive to the other person(s)' personality 3. Present a positive image	Understanding and Using Communication in Business Chapter 8 Business English and Communication - Part 10

SUGGESTED LEARNING ACTIVITIES:

Take students to visit for a morning or afternoon to actually observe the workings of a real estate office. Have a real estate person discuss with the students methods one can utilize to create a good office atmosphere.

Have students role play interview situations according to hypothetical information which you provide. Emphasize establishing the correct mood and rapport at the onset of the interview.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 102 - Recognize the confidentiality of communication.

CONTENT	RESOURCES
I. Recognizing Confidentiality	Real Estate Selling Magic
A. Practicing ethics in communication	Chapter 6, Appendix A, "NAR
1. Interpreting Real Estate Code of Ethics	Code of Ethics"
B. Awareness of the legal parameters	Business English in
C. Respecting the clients' confidentialities	Communications - Unit 13
D. Knowing what is considered confidential	
1. By the seller	
2. By the buyer	
3. In negotiating	
4. In gathering information	
5. Miscellaneous	
6. Grievance	
7. Professional Standards	

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgeable real estate person discuss with the class what kind of information should be kept confidential in real estate.

Have students review the "Code of Ethics" of the National Association of Realtors and any further ethical considerations of the real estate board in your area. Discuss these applicable codes in relationship to confidentiality in communication.

Discuss other laws dealing with confidentiality (i.e., Privacy Act). Have students orally report on such laws.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1481 - Tactfully gather information from the client, and develop an awareness of body and non-verbal communication.

CONTENT

I. Gathering Information with Finesse
   A. Learn to tactfully phrase questions
   B. Develop an information gathering instrument
      1. Questionnaire
      2. Information outline
   C. Be receptive to the clients' reactions to questions
      1. Verbal feedback
      2. Non-verbal feedback

II. Aspects of Non-Verbal Communication
   A. Distance between people and the space they occupy
   B. Promptness in meetings, etc.
   C. Contact with the eyes
   D. Body movements
   E. Posture
   F. Appearance
   G. Miscellaneous

RESOURCES

Real Estate Selling Magic
Chapters 5, 6

"Communication for Supervisors," Supervisory Management: Tools and Techniques - Chapter 9

Understanding and Using Communication in Business
Chapter 6

NAR, Realtors Institute Reference and Practice Book
Vol. II, Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have students act out an interview situation where one student plays the part of the client and the other student plays the part of the real estate person. Provide the students with information as needed to act out this interview.

Discuss with students how to tactfully phrase common real estate questions and at what time to ask them. Also, discuss the importance of observing non-verbal feedback as an aid to understanding the client.

Have a knowledgable speech teacher discuss with your class what many of the non-verbal communications are and what they mean.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL DEVELOP COMMUNICATION IN THE REAL ESTATE PROFESSION.

COMPETENCY(IES): 1482 - Read trade and business journals and publications to keep abreast of real estate and business trends.

CONTENT	RESOURCES
I. Reading Trade and Business Journals A. Recognize the importance of keeping up to date B. Learn new methods and techniques in real estate C. Further enhance the exchange of information within a professional organization	NAR, Realtors Institute Reference and Practice Book Vol. I, Chapter 12 Real Estate Selling Magic Chapter 1
II. Possible Locations to Obtain Journals A. Libraries B. Real Estate offices C. Real Estate Boards	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the importance of the successful real estate person keeping abreast of real estate and business trends. Bring in appropriate trade and business journals for their inspection.

Have students write a critique on some article that they have found which currently relates to the real estate profession.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL DEVELOP COMMUNICATION IN THE REAL ESTATE PROFESSION.

COMPETENCY(IES): 1483 - Evaluate personal and agency communication effectiveness.

CONTENT

I. Evaluating Communication Effectiveness
  A. Comparison of goals and objectives with results
  B. Analysis of communication efforts
    1. Individually
    2. As a group
  C. Diagnosing problems in communication
    1. Poor verbal skills
    2. Misunderstandings and misinterpretations
    3. Barriers such as culture, ethnic differences, etc.

RESOURCES

NAR, Realtors Institute
Reference and Practice Book
Vol. II, Chapter 1

Understanding and Using
Communication in Business
Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the class some of the problems they have encountered in communicating effectively and how they have handled these problems.

Discuss with the students the importance of having good communication channels within a real estate agency so as to maximize the exchange of appropriate real estate information. Have students spend a morning or afternoon in a real estate agency observing the flow of communications, making note of problem areas. Then report back to the class.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 143 - Translate technical words into the client's language.

CONTENT	RESOURCES
I. Translating Technical Words A. Understand the terminology yourself B. Determine what terminology causes a problem 1. Verbal feedback 2. Non-Verbal feedback C. Present the technical information as simply as possible D. Be careful in maintaining accuracy in your descriptions	Understanding and Using Communication in Business Chapters 1, 7 NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Select a group of technical words and have students review these words and write simple explanations concerning them that would be understandable to an uninformed client. Include technical terminology in the area of finance, construction, etc.

Assign a related topic for students to research. Have them report orally to the class, using technical terms. Have class make note of any terms used that are unfamiliar, and discuss their meanings in class.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 1484 - Write letters of introduction for your agency, prospecting letters, appreciation, and follow-up letters.

CONTENT	RESOURCES
I. Writing Letters in the Real Estate Business	Understanding and Using Communication in Business Chapters 2, 3
A. General purpose is to secure listings and make sales	
B. Use the appropriate letterhead, body style, and punctuation	CAR, Selling Income Property Successfully - Chapter 6
C. Know the most effective way to present your information	Business English and Communication - Part 7, Unit 38 - 41
D. Be aware that letters can be an effective sales tool	

SUGGESTED LEARNING ACTIVITIES:

Discuss with the class appropriate business letter body styles, punctuations, etc., that would be appropriately used in real estate letters. Bring in sample real estate letters and discuss their specific purposes, letter styles, etc., with the students.

Have students type sample real estate letters according to the information which you provide. Select the best examples and post on class bulletin board.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 1485 - Communicate decisions to others and suggest changes to management.

CONTENT

I. Communicating Decisions to Others
   A. Decisions generally go from higher to lower levels of authority
   B. Occasionally decisions are communicated between people of the same authority level
   C. Necessary to minimize communication barriers

II. Suggesting Changes to Management
   A. Information goes from a lower to a higher level of authority
   B. Important to go through the proper channels of communication when possible
   C. Suggestions for changes must be well prepared and considered before presenting

RESOURCES

"Communication for Supervisors," Supervisory Management: Tools and Techniques - Chapter 9

Management of the Sales Force - Chapter 13

Understanding and Using Communication in Business Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Have students participate in a simulated communication activity where they are communicating decisions to others and suggesting changes to management according to hypothetical information which you provide.

Discuss policies at school or in the community that students feel could be improved. If feasible, organize the class into committees to develop a suggestion to submit to higher authority.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 1486 - Develop a vocabulary descriptive of real estate to be sold.

CONTENT	RESOURCES
I. Developing a Real Estate Vocabulary A. Acquire the necessary technical knowledge 1. Building styles 2. Construction 3. Design B. Make difficult terminology understandable to clients 1. Appropriate explanations and examples 2. Alternate commonly used descriptors	NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 1; Vol. I, Chapter 4 Selling. A Self-Management Approach - Part 3 Real Estate Selling Magic Chapter 8

SUGGESTED LEARNING ACTIVITIES:

Take students to various real estate properties and discuss the vocabulary that might be used in describing the property to clients.

Visit a real estate agency. Have students listen for special real estate terminology used there and list them. Then discuss these technical terms in class.

Have students make a list of vocabulary words that would be appropriate in describing real estate to be sold. Review the lists in class and point out good and bad terminology.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY GENERAL PRINCIPLES OF DISPLAY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1553 - Know the types and uses of displays.

CONTENT	RESOURCES
I. Types of Displays A. Printed 1. Line drawings 2. Photography 3. Woodcuts 4. Steel engravings 5. Miscellaneous B. Displays in the classified section of newspapers 1. Utilizes the company trademark or logotype II. Uses of Displays A. Attraction to the office B. Persuasion in selling C. Present positive company image	NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 4 CAR, Selling Income Property Successfully - Chapter 17 Real Estate Advertising Ideas - Part III

SUGGESTED LEARNING ACTIVITIES:

Discuss the types of displays and effectiveness of each. Bring in examples of all types for students to see.

Arrange a visit to a local real estate agency so students may see real examples of advertising displays.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY GENERAL PRINCIPLES OF DISPLAY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1554 - Know the use of visual merchandising (i.e., open houses); and maintain a photo gallery of listed homes, commercial and rental properties.

CONTENT	RESOURCES
I. Uses of Visual Merchandising A. Attract potential customers 1. Buyers and sellers B. Present "good buys" on location 1. Positive company image C. Effective technique for developing areas. 1. New construction 2. Urban renewal	Real Estate Selling Magic NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 4 Real Estate Advertising Ideas - Chapters I, II, V

SUGGESTED LEARNING ACTIVITIES:

Have students collect examples of slogans on signs, billboards, etc., and discuss the effectiveness of this method of attracting customers.

Bring in sample photographs, or instruct students to take photographs of listed homes, commercial and rental properties and have students construct a photo gallery to present to the class.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY GENERAL PRINCIPLES OF DISPLAY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1555 - Evaluate the total effect conveyed to the public by the real estate office building and/or entrance.

CONTENT	RESOURCES
I. Possible Effects of an Attractive Office Building and/or Entrance A. Positive company image B. Confidence in the brokerage firm C. Leaves a lasting impression for future business	Real Estate Advertising Ideas - Part VIII CAR, Selling Income Property Successfully Chapter 8
II. Methods to Measure Office Image A. Word of mouth B. Attitudes expressed non-verbally C. Survey	

SUGGESTED LEARNING ACTIVITIES:

Conduct a field trip to various real estate office locations and have students observe the good and bad aspects of the appearance of such locations. Have students complete reports of their findings and discuss in class.

Discuss with students possible sales aids that might be used at the real estate office building and/or entrance to increase selling effectiveness. Have students design their own building on posterboard and share with the class why the design is as it is.

DISPLAY

OBJECTIVE: EACH STUDENT WILL PLAN AN OPEN HOUSE FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1556 - Conduct an open-house promotion and evaluate the effectiveness of open/model homes.

CONTENT	RESOURCES
I. Conducting an Open House	Real Estate Selling Magic
A. Show homes that are "good buys"	Chapter 8
B. Advertise effectively	
C. Arrange interior decorations to achieve best effect	Unger/Karvel, Real Estate Principles and Practices
D. Plan your tour of the home	Chapters 21, 22
E. Consider the area surrounding the home	
F. Be enthusiastic in presenting the home to clients	NAR, Realtors Institute Reference and Practice Book
G. Obtain a list of potential customers	Vol. II, Chapter 6
II. Evaluating the Effectiveness of Open/Model Homes	CAR, Selling Real Estate Chapter 1
A. Questioning clients	
B. Observing and listening to clients' reactions	
C. Conducting a survey	
D. Post-showing customer call backs	

SUGGESTED LEARNING ACTIVITIES:

Have a real estate professional in your area that uses open-house promotion discuss the intricacies of conducting an open house.

Conduct a field trip to an open-house and have students note what preparations would have been involved in setting up this promotional device.

Have students formulate a work plan, prepare for, and actually conduct an open house of the classroom. Invite administration and other classes to participate.

DISPLAY

OBJECTIVE: EACH STUDENT WILL PLAN AN OPEN HOUSE FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1557 - Prepare real estate property for display, prepare yourself for displaying real estate, and prepare the client for displaying real estate.

CONTENT

I. Prepare Real Estate Property
   A. Make arrangements with present occupants
   B. Enhance the appearance when possible

II. Prepare Yourself for Showing the Property
   A. Maintain a good personal appearance
   B. Maintain good appearance of your car
   C. Know the property you are selling
   D. Be familiar with the area
   E. Be prepared to answer questions and deal with objections

III. Prepare the Client
   A. Dealing with clients who are strangers to the area
      1. Discuss the advantages of the city/town
      2. Discuss the advantages of the neighborhood
   B. Learn what the client is interested in and discuss how the area can meet his/her needs
   C. Do not discuss the specific property unless asked

RESOURCES

Unger/Karvel, Real Estate Principles and Practices Chapter 21

CAR, Selling Real Estate Chapter 4

CAR, Selling Income Property Successfully - Chapter 10

SUGGESTED LEARNING ACTIVITIES:

Have students discuss the reasons why occupants/sellers should not participate in the showing of the property.

Have students gather information about their area that they might use in discussing the advantages of living in their city, town, or neighborhood.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY THE PRINCIPLES OF DISPLAY RELATED TO CONDUCTING AN OPEN HOUSE.

COMPETENCY(IES): 1558 - Know how to show unfurnished homes.

CONTENT	RESOURCES
I. Demonstrating Unfurnished Homes A. Set the clients' moods to envision their own furniture in the home	CAR, Selling Income Property Successfully - Chapter 10
B. Emphasize these rooms with the best features	CAR, Selling Real Estate Chapter 4
C. Be sensitive to the clients' reactions	

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgeable real estate person in your area come in and talk to the students regarding the different approaches used in demonstrating unfurnished vs. furnished homes.

Have students list and discuss ways that they might create a positive atmosphere in an unfurnished home (i.e. focusing attention on the spacious rooms, beautiful view from the windows, etc.).

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY THE PRINCIPLES OF DISPLAY RELATED TO CONDUCTING AN OPEN HOUSE.

COMPETENCY(IES): 1559 - Know how to select a site for a new exhibit and how to furnish an exhibit home.

CONTENT	RESOURCES
I. Selection of a New Exhibit A. Choose the appropriate location according to what segment of the population you are aiming B. Choose a site with good visual appeal C. Select a site that is easy to get to D. Consider that the site must accommodate a number of prospects	Unger/Karvel, Real Estate Principles and Practices Chapter 21 NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 6
II. Furnishing an Exhibit Home A. Considerations 1. Geographic location 2. Target population 3. Style of the home 4. Current trends in design B. Utilizing interior designers C. Defraying the furnishing expense through arrangements with furniture stores	Real Estate Selling Magic

SUGGESTED LEARNING ACTIVITIES:

Invite a real estate person to speak about considerations of setting up an exhibit home.

Have students prepare a work plan describing the steps they would follow in selecting an exhibit site and furnishing the exhibit home. Assign students to pick a location in the community at which to set up a home.

Have students bring in pictures of furnishings for their exhibit home. Provide an example, and support with figures of cost for furniture.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY THE PRINCIPLES OF DISPLAY RELATED TO CONDUCTING AN OPEN HOUSE.

COMPETENCY(IES): 1560 - Understand the laws regarding displaying real property and how to decide on an appropriate outdoor sign.

CONTENT	RESOURCES
I. Laws Regarding Displaying Real Property A. State B. Federal C. Local 1. Community restrictions 2. Stipulations made by the local real estate board	Ring/Dasso, Real Estate Principles and Practices Chapter 14 NAR, Realtors Institute Reference and Practice Book Vol. I, Chapter 3
II. Appropriate Outdoor Signs A. Should attract attention B. Convey pertinent information C. Avoid misrepresenting the property or the agency	Real Estate Selling Magic Appendix A

SUGGESTED LEARNING ACTIVITIES:

Obtain information on the applicable laws for your area regarding displaying real property and discuss with students how these laws should be considered and obeyed.

Bring in examples of outdoor signs (i.e. pictures, drawings, actual signs, etc.), and discuss with the class what messages these signs convey or fail to convey.

Have students draw an outdoor sign of their own design and explain their rationale for presenting the information that it contains.

FINANCE

OBJECTIVE: EACH STUDENT WILL SOLVE PROBLEMS IN REAL ESTATE FINANCE.

COMPETENCY(IES): 1526 - Keep up-to-date on real estate financing funds.

CONTENT

I. Fiduciary Sources
   A. Commercial banks
   B. Savings and loans
   C. Life insurance companies

II. Semi-Fiduciary Sources
   A. Mortgage brokers/bankers
   B. Trusts
   C. Bonds

III. Non-Fiduciary Sources
   A. Title insurance
   B. Private loan companies

RESOURCES

Realtors Institute Reference and Practice Book - Vol. II, Chapter 3

Essentials of Real Estate Finance - Chapters 2, 3, 4

Real Estate Finance - Chapters 4 - 12

SUGGESTED LEARNING ACTIVITIES:

Have students read about fiduciary, semi-fiduciary, and non-fiduciary sources for real estate finance, and discuss these sources with the students.

Invite a banker to talk to the class about sources of funds that are available and may be utilized by real estate businesses.

Assign a specific financing source to each student, and have them write a report on the types of services that are available there.

FINANCE

OBJECTIVE: EACH STUDENT WILL SOLVE PROBLEMS IN REAL ESTATE FINANCE.

COMPETENCY(IES): 1527 - Solve various real estate finance problems.

CONTENT	RESOURCES
I. Loan Interest Calcuations	Essentials of Real Estate Finance - Chapter 16
II. Time Value of Maoney Calculations	
III. Amortized Payment Amount Computations	

SUGGESTED LEARNING ACTIVITIES:

Discuss methods of completing various financial mathematical problems. Provide examples for students to work in class. Stress the importance of being able to complete calculations individually.

Divide the class into groups. Give each group a few financial problems to complete. Then have the group present the problems and solutions to the class.

FINANCE

OBJECTIVE: EACH STUDENTS WILL SOLVE PROBLEMS IN REAL ESTATE FINANCE.

COMPETENCY(IES): 1528 - Complete financial arrangements for/with clients.

CONTENT	RESOURCES
I. Qualifying Buyer A. Purchasing potential B. Payment Potential	Realtors Institute Reference and Practice Book - Vol. II, Chapter 3
II. Loan Processing A. Filing applications for loans B. Support data 1. Tax returns 2. Employment verifications	Essentials of Real Estate Finance - Chapters 14, 15 Real Estate Finance - Chapter 15

SUGGESTED LEARNING ACTIVITIES:

Have students read about loan application and processing, and discuss with students how financial arrangements are completed.

Take students on a field trip to speak with a loan officer, and emphasize the importance of developing a good rapport with lenders so as to aid clients in obtaining financing.

Give students sample application forms. Divide into pairs and have students role play applicant and loan officer using information provided. Evaluate these applications, by correcting them and returning to the loan officer.

FINANCE

OBJECTIVE: EACH STUDENT WILL DISCUSS FINANCE STIUATIONS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1529 - Know financing that pertains to the completion of real estate transactions.

CONTENT	RESOURCES
I. Mortgage Types A. Conventional B. FHA C. VA D. Contracts E. Purchase money mortgage F. FMHA G. Wrap around mortgages	Essentials of Real Estate Finance - Chapters 11-13, 17 Real Estate Finance Chapter 15
II. Instruments of Finance A. Mortgage B. Promissary notes C. Mortgage insurance D. Deed in trust/trustee's deed	

SUGGESTED LEARNING ACTIVITIES:

Have students read about and discuss instruments of finance and types of mortgages.

Have students collect and show in class, instruments of finance and mortgages (i.e., mortgage forms, deeds, etc.). Let all students examine these and review differences of each.

FINANCE

OBJECTIVE: EACH STUDENT WILL DISCUSS FINANCE SITUATIONS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1530 - Know the types of mortgages and their application to appropriate transactions.

CONTENT

I. Mortgage Types
    A. VA
        1. Insured
    B. FMHA
    C. FHA
    D. Conventional
    E. Seller financed
        1. Contract
        2. Purchase money mortgage
        3. Escrow

II. Transaction Data
    A. Earnest money
    B. Down payments
    C. Loan interest and time
    D. Loan processing
    E. Closing cost

RESOURCES

Real Estate Finance
Chapters 1, 2

Essentials of Real Estate
Financing - Chapters 5 - 10

Realtors Institute Reference
and Practice Book - Vol. II,
Chapter 3

SUGGESTED LEARNING ACTIVITIES:

Have students read about types of mortgages and then prepare a list of mortgage types with an explanation of each type and their possible applications.

Have students work problems on qualifying clients for various mortgages according to information which you provide.

Have a financial institution loan officer speak about mortgage types and their application to various real estate transactions, including documents needed for contract in escrow.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 1517 - Effectively handle difficult buyers and sellers and empathize with their needs.

CONTENT	RESOURCES
I. Handling Objections A. Change objections into selling points	Human Relations in Marketing Chapter 5
B. Answer objections to create "positive" feeling in client	Practical Human Relations Chapter 3
II. Know Buyer Behavior A. Motivations of the client	Working at Human Relations Chapter 3
III. Empathize with Clients' Needs A. Support their positive needs B. Change "negative" feelings to positive needs	

SUGGESTED LEARNING ACTIVITIES:

Have students identify and list "different" client situations and discuss these with the students.

Divide the students into groups and "role-play" difficult situations and demonstrate effectively handling the circumstances.

Invite a realtor to speak about personal experiences in difficult client-seller situations.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 294 - Exercise self-control during trying situations.
295 - Accept criticism and turn it into a character building element.

CONTENT	RESOURCES
I. Exercising Self-Control A. Withholding temper B. Listen calmly C. Do not argue II. Accepting Criticism A. Listen objectively to criticism B. Determine what corrections are necessary C. Begin solving the problem and work with others on it when necessary	Practical Human Relations Chapter 2 Working at Human Relations Units 1, 2

SUGGESTED LEARNING ACTIVITIES:

Discuss the meaning of self-control and have students identify when they "lose self-control."

Role play self-control situations trying to stimulate someone to lose self-control. Point out to students that remaining calm in trying situations is a challenge that must be met.

Discuss the idea of how criticism can be character building, and have students identify and tell of personal criticism experiences that were character building.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 269 - Build sound working relationships in "forced" associations.

CONTENT	RESOURCES
I. Working Relationships	Human Relations in Marketing
A. Meaning of sound relationships	Chapter 4
B. Improving working relationships	
1. Within the agency	Working at Human Relations
2. With the general public	Chapter 11
3. With affiliated organizations	

SUGGESTED LEARNING ACTIVITIES:

Lecture to the students about building working relationships and promoting cooperation in a business environment.

Give the students a list of situations illustrating relationships and have them identify the relationship as sound or unsound. Discuss how the unsound can be improved.

Have students give personal examples of relationships and how they progressed. Discuss what could have been done to improve them. Have students observe relationships around them and note problems that occur. Then discuss these problems in class.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 281 - Develop and maintain harmonious relationships with other staff, supervisors, clients, and competing agency personnel.

CONTENT	RESOURCES
I. Developing and Maintaining Relationships	Human Relations in Marketing
A. With fellow-staff	Chapters 5, 6
B. With supervisors	
C. With clients	Practical Human Relations
D. With competing agency personnel	Chapter 4
E. With affiliated organizations	
1. Attorneys	Working at Human Relations
2. Banking industry	Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Discuss with students why good relationships should be kept within the real estate business.

Have students identify and list examples of character and relationship building methods (i.e., sending cards, recognizing accomplishments, etc.).

Have students identify previous situations of unharmonious relationships they were aware of and discuss these with the class identifying how to correct situations like these.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 325 - Show a willingness to accept and put into practice the planned policies and procedures of management.

CONTENT	RESOURCES
I. Acceptance of Policies and Procedures A. Your real estate agency B. Local real estate board C. State and national boards D. Professional organizations	Human Relations in Marketing Chapter 4 Working at Human Relations Chapter 9 Practical Human Relations Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Have students identify basic personnel and management policy related to real estate agencies. Discuss why these policies need to be accepted and put into practice. Discuss with students why policies are written and the importance of understanding an agency's policies for their mutual goals and objectives.

Divide into groups and give each group a description of a real estate office. Have them write policy and procedures for this office.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 265 - Know how to recognize the accomplishments of others.

CONTENT	RESOURCES
I. Personal Accomplishments A. Civil awards received B. Educational degrees, etc. C. Professional awards D. Marriage, children, anniversary	Human Relations in Marketing Chapter 8 Working at Human Relations Chapter 9
II. Vocational Accomplishments A. Promotions B. Sales quotas reached or exceeded C. Professional awards D. Professional designations	Practical Human Relations Chapters 14, 15

SUGGESTED LEARNING ACTIVITIES:

Discuss with students how recognition of personal and vocational accomplishments can reinforce worker attitude toward the job and business.

Have students collect copies of accomplishment publicity from newspapers, etc., and display these to the class.

Have students develop ways in which selected accomplishments could be acknowledged. Discuss with the class alternate ways of recognizing accomplishments.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL UNDERSTAND THE NECESSITY OF HUMAN RELATIONS IN REAL ESTATE.

COMPETENCY(IES): 1523 - Realize that first impressions are important to the business and last impressions are longest remembered.

CONTENT

- I. First Impressions Portrayed
  - A. Yourself
  - B. Agency
  - C. Real estate field
- II. First Impressions Received
  - A. Client
  - B. Affiliated organizations
  - C. Competing agencies
- III. Last Impressions
  - A. Yourself
  - B. Agency
  - C. Real estate field
- IV. Last Impressions Received
  - A. Client
  - B. Affiliated organizations
  - C. Competing agencies

RESOURCES

Human Relations in Marketing
Chapters 2, 3

Working at Human Relations
Chapter 10

Practical Human Relations
Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Discuss with students impressions that people portray and receive related to personality, dress, intelligence, vocabulary, etc.

Have students identify impressions related to their personal involvement with others and discuss in class the effects of these impressions.

Ask students to think about job interviews. Have them relate the concept of impressions to job interview and list what ways they will try to make the first impression better.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL UNDERSTAND THE NECESSITY OF HUMAN RELATIONS IN REAL ESTATE.

COMPETENCY(IES): 289 - Avoid misrepresentations of people, properties, and policies.

CONTENT	RESOURCES
I. Effects of Misrepresentation of People, Property, and Company Policy	Human Relations in Marketing Chapter 5
A. Legal environment (i.e., liabilities, frauds, etc.) involving you and agency	Working at Human Relations Chapter 3
B. Losing employment (getting fired)	
C. Losing clients, business, and respect	
D. Creating embarrassment and disrespect for agency	Practical Human Relations Chapter 3
	Real Estate Selling Magic Appendix A

SUGGESTED LEARNING ACTIVITIES:

Discuss with students situations of misrepresentation and the importance of not misrepresenting either carelessly or intentionally.

Have students identify and list situations of misrepresentation and discuss social, personal, and legal implications.

Invite an attorney to discuss the legal implications of misrepresentation in business.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL UNDERSTAND THE NECESSITY OF HUMAN RELATIONS IN REAL ESTATE.

COMPETENCY(IES): 320 - Realize that good human relations within an agency build good public relations.

CONTENT	RESOURCES
I. Building Good Human Relations A. Employee to employee B. Employee to employer C. Employee/employer to public	Practical Human Relations Chapter 12 Human Relations in Marketing Chapter 6
II. Building Public Relations A. Agency to public B. Agency to competitive agencies C. Agency to affiliated organizations	Working at Human Relations

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the idea that good human relations build sound public relations.

Have students give examples of good human relations that build their confidence in business firms, and have the student relate this to good public relations of those firms.

Have students identify relationships between different agencies and their competitors, affiliations, and general public.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EXPLAIN PRINCIPLES OF MANAGEMENT USED IN A REAL ESTATE AGENCY.

COMPETENCY(IES): 1226 - Understand general management principles and practices.

CONTENT

- I. Brokerage Principles
  - A. Broker and salesperson's relationship
  - B. Broker-buyer-seller relationship
  - C. Broker and law
- II. Office Operation
  - A. Record keeping
  - B. Personnel - staffing
- III. Advertising
  - A. Media
  - B. Developing ads
  - C. Advertising law
- IV. Selling
  - A. Listing agreements and law
  - B. Pricing property
- V. Property Management
  - A. Renting
  - B. Maintenance
  - C. Insurance

RESOURCES

Unger/Karvel, Real Estate Principles and Practices
Chapters 19 - 23

Modern Real Estate Practice
Chapters 5, 6, 11, 14, 17, 18, 23

Real Estate Sales and Brokerage
Chapters 1-4, 12, 13

SUGGESTED LEARNING ACTIVITIES:

Have students read about "general management" related to real estate operations and discuss real estate management principles and practices.

Invite a real estate broker in to speak about managing a real estate office. Invite other business people to speak about managing efficient offices. Have the class compare, and discuss the differences.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EXPLAIN PRINCIPLES OF MANAGEMENT USED IN A REAL ESTATE AGENCY.

COMPETENCY(IES): 1227 - Interpret property descriptions from deeds, abstracts, floor plans, blueprints, and other legal documents.

CONTENT	RESOURCES
I. Interpret Descriptions of Land A. Deeds B. Abstract C. Affidavit of title D. Listing agreement E. Other legal documents	Modern Real Estate Practice Appendix B: Forms; Chapters 9, 11, 13, 20, 22 Real Estate Sales and Brokerage - Chapters 6-11
II. Interpret Descriptions of Building A. Floor plans B. Blueprints C. Other legal documents	

SUGGESTED LEARNING ACTIVITIES:

Have students read about the interpretation of property descriptions and discuss with students how these descriptions can be correctly interpreted.

Have students collect and bring to class "forms" which show property descriptions (i. e., deeds, contracts, abstracts, blueprints, etc.). Analyze with students property descriptions from forms they have collected, or forms in texts, showing property descriptions.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EXPLAIN PRINCIPLES OF MANAGEMENT USED IN A REAL ESTATE AGENCY.

COMPETENCY(IES): 1228 - Identify the owners', property, and agency's requirements for insurance.

CONTENT

I. Owners' Insurance
   A. Home warranty
   B. Mortgage (PMI)
   C. Title insurance

II. Property Insurance
   A. Renters
   B. Liability

III. Agents' Insurance
   A. Liability
   B. Workmen's compensation
   C. Comprehensive

RESOURCES

Modern Real Estate Practice
Chapters 3, 4, 15, 23

Real Estate Sales and
Brokerage - Chapter 2

Unger/Karvel, Real Estate
Principles and Practices
Chapter 13

SUGGESTED LEARNING ACTIVITES:

Have students read about insurance and discuss the types of insurance and the needs for each type. Give students examples of situations and ask them to identify which type of insurance would be appropriate.

Have students identify and list the principles of various insurance types, (i. e., type of coverage, costs, etc.)

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PLAN MANAGEMENT POLICY FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1229 - Exercise skill in making decision and managing time.

CONTENT	RESOURCES
I. Decision Making A. Company/Business decisions B. Personal decisions II. Managing Time A. Daily work plans B. Positive attitude vs. failure	Realtors Institute Reference and Practice Book - Vol. I, Chapter 12; Vol. II, Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Have students read about decision making and time management. Discuss with the class proper decision making and time management techniques.

Have students make a chart of their activities for one day. Have them bring it to class and discuss in class how well time was managed.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PLAN MANAGEMENT POLICY FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1230 - Exercise skill in setting goals, and determining policies, procedures, and programs.

CONTENT	RESOURCES
I: Setting Goals A. Company goals B. Personal goals	Realtors Institute Reference and Practice Book - Vol. III, Chapter 11; Vol. I, Chapter 12
II. Setting Policies, Procedures, and Programs A. Personnel policy B. Administrative/selling policy	

SUGGESTED LEARNING ACTIVITIES:

Have students identify and list personal goals. Discuss those goals in class which are career-oriented.

Discuss procedures of formulating policies. Divide into groups and have students develop a policy for the class or school.

Have students list procedures or policies that would be effective in a real estate office.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PLAN MANAGEMENT POLICY FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1231 - Realize that employees will comply more readily with policies they understand.

CONTENT	RESOURCES
I. Making Policies Understandable to Employees A. Know what you want to communicate	Principles of Professional Management - Chapter 3
B. Decide the best method to communicate 1. Office memo 2. Personal contacts 3. Group assembly C. Present the policies in a clear way	"Communication for Supervisors," Supervisory Management: Tools and Techniques - Chapter 9
II. Be Sensitive to Any Problems A. Confusion of employees B. Misinterpreting information C. Miscellaneous	

SUGGESTED LEARNING ACTIVITIES:

Give students hypothetical policies or information and have them determine the methods and techniques they would use to present this to employees.

Divide into groups and have students create a policy or procedure. Have them present the group policy in a clear and understandable way to the class.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1232 - Develop a dedication to the public, the success of the business, and the people supervised.

CONTENT	RESOURCES
I. Dedication to the Public A. Awareness of the role of the real estate business in society B. Awareness of the real estate employee's social responsibility 1. Honesty 2. Integrity C. Serving the community with conviction II. Success of the Business A. Operating for a profit B. Operating to provide the best service possible III. Success of the People Supervised A. Realizing employee success is your success B. Conviction to have the best employees 1. Provide needed assistance 2. Maintaining a rapport with employees to work out problems	Principles of Professional Management - Chapter 6 Unger/Karvel, Real Estate Principles and Practices Chapter 1 Ring/Dasso, Real Estate Principles and Practices Chapters 1, 2

SUGGESTED LEARNING ACTIVITIES:

Have a real estate professional discuss with the students the necessary dedication involved in operating a real estate office.

Discuss the importance of helping those employees who are encountering difficulties in some aspect of the real estate business.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1233 - Assist in the career development of staff members, and guide and motivate others to see and achieve their own goals.

CONTENT	RESOURCES
I. Goal Planning A. Job progression B. Income C. Experience D. Personal and professional development	Realtors Institute Reference and Practice Book - Vol. I, Chapter 12; Vol. III, Chapter 11
II. Career Management A. Professional growth B. Expanding horizons in real estate	

SUGGESTED LEARNING ACTIVITIES:

Have students read about career management and discuss how goal planning and career management can be a beneficial part of one's development in real estate.

Have students research the occupation of their choice and report on the requirements of the occupation.

Have students write a report on a current topic in real estate and present it to the class.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1234 - Identify what jobs have to be done and their interrelationship according to authority and responsibility.

CONTENT	RESOURCES
I. Identify Jobs A. Analyze the work to be performed B. Consider how the job is to be accomplished II. Coordinate Job with the Proper Person, Department, Etc. A. Know who has the responsibility and authority B. Avoid assigning the responsibility and not the authority C. Delegate the required task	Principles of Professional Management - Chapters 8, 11 "Supervisory Authority and Delegation", Supervisory Management: Tools and Techniques - Chapter 7

SUGGESTED LEARNING ACTIVITIES:

Assign the students to visit a particular place of business, (i. e., a real estate office). Have students list all jobs that are done in that place of business.

Compile a class list of jobs of friends and relatives. Divide into groups and have students decide what type of person should have each job.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1235 - Manage financial systems, records, marketing and statistical control, sales and listing activities, and adhere to budgets.

CONTENT	RESOURCES
I. Brokerage Management A. Planning B. Control of internal systems	Realtors Institute Reference and Practice Book - Vol. III, Chapter 11
II. Office Operation/Records Management III. Advertising/Selling Activities	Unger/Karvel, Real Estate Principles and Practices Chapters 19-23
IV. Accounting/Budgeting Systems	Principles of Real Estate Management - Chapters 24-26

SUGGESTED LEARNING ACTIVITIES:

Have students read about systems control and operation, and discuss with the students how to operate an office and its systems; record keeping, accounting, sales activities, etc.

Invite a guest speaker to provide report examples to class.

Have students identify and prepare reports needed in a real estate office concerning office records, budgeting, sales activites, etc., according to hypothetical data which you provide.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITES.

COMPETENCY(IES): 1236 - Assign non-selling duties to sales supporting personnel, and follow-up on job assignments.

CONTENT

I. Personnel Staffing
  A. Secretaries, receptionists
  B. Clerks, bookkeepers, etc.
  C. Supervisors and related staff

II. Assigning Duties
  A. Secretarial
  B. Clerical
  C. Records
  D. Bookkeeping

RESOURCES

Principles of Real Estate Management - Chapters 24, 25

Realtors Institute Reference and Practice Book - Vol III, Chapter 11

SUGGESTED LEARNING ACTIVITES:

Discuss with the students the importance of correctly assigning responsibility so as to establish good office operations.

Have students plan the delegation of office duties to office personnel according to hypothetical information which you provide.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1237 - Participate in local and service clubs in order to expand contacts and contribute to community growth; keep up-to-date on real estate news and marketing methods.

CONTENT	RESOURCES
I. Local Clubs/Professional Organizations Participation A. Real estate boards B. Business organizations C. Community/civic organizations	Realtors Institute and Practice Book - Vol. I, Chapter 5 How to Negotiate in Listing and Selling Homes Chapter 1
II. Current Events and Real Estate Business A. Magazines B. Periodicals C. Professional news 1. Financial 2. Statistical	

SUGGESTED LEARNING ACTIVITIES:

Have students identify and list local clubs or professional organizations related to real estate. Invite the president or an officer of the organization to speak to the class about the advantages of membership.

Discuss with the students the importance of participation in local clubs/professional organizations and the importance of staying up-to-date with current events in real estate.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1238 - Direct supervisors within the agency and empathize with the needs of employees.

CONTENT

I. Direction of Supervisors
  A. Directly supervising
    1. Personal contact
    2. Regular intervals
    3. Requires more time
  B. Indirectly supervising
    1. Reviewing sales records, etc.
    2. Appraising job effectiveness
    3. Focuses on results

II. Empathize with Employee Needs
  A. Determine areas of weakness
  B. Understand the underlying problems
  C. Work with the employee and his/her supervisor

RESOURCES

Management of the Sales Force - Chapters 7-9, 14

"Developing Subordinates," Supervisory Management: Tools and Techniques - Chapter 11

Principles of Professional Management - Chapters 11, 12

SUGGESTED LEARNING ACTIVITIES:

Have a real estate person experienced in management discuss with the students the methods that he/she uses to direct the supervisors within the agency.

Give the students some hypothetical problems concerning employee needs such as poor salesmanship, personal problems, etc., and discuss the possible solutions to these problems.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1239 - Adjust, adapt, or change as circumstances change.

CONTENT	RESOURCES
I. Types of Change A. Economic B. Social C. Technological II. Adapting to Change A. Gather all needed information B. Get the affacted parties involved C. Establish a sound change process D. Change only what is required E. Review and evaluate results	Principles of Professional Mangement - Chapter 18 "Supervisory Authority and Delegation," Supervisory Management: Tools and Techniques - Chapter 7

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students some of the reasons that people resist change and the ways a manager can minimize this resistance. Relate this to the real estate business. Draw in current events to add interest to the topic.

Change the class system for a week or a few days. Have students make note of change of behavior.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL CONDUCT HUMAN RESOURCE DEVELOPMENT ACTIVITIES.

COMPETENCY(IES): 1240 - Recruit, train, and develop sales associates, and develop " in-house" training programs.

CONTENT	RESOURCES
I. Desirable Characteristics for Sales Personnel A. Productive B. Belief in real estate C. Compatible with office policy and other personnel D. Professional attitude and behavior E. Confident and friendly F. Miscellaneous	Principles of Real Estate Management - Chapter 25 Realtors Institute Reference and Practice Book - Vol. III, Chapter 11
II. Employee Development and Training A. "In-house" programs B. Outside education; seminars, classes, etc.	

SUGGESTED LEARNING ACTIVITIES:

Have students collect information of "further education" related to real estate (i.e., community college programs, association seminars, etc.).

Discuss with students the necessity and reasons for personnel and personal development in the operation of a real estate business. Relate this to other occupations as well.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL FOLLOW ETHICAL REAL ESTATE STANDARDS.

COMPETENCY(IES): 1241 - Apply the code of ethics of the National Association of Realtors.

CONTENT	RESOURCES
I. Ethical Practices A. Code of Ethics B. Broker - lower accord II. Laws Regulating Real Estate A. License laws B. Fair housing laws C. Law of contracts; principle and agen	Real Estate Law Chapter 10 Modern Real Estate Practice - Chapter 21 Real Estate Sales and Brokerage - Chapter 13 Realtors Institute Reference and Practice Book - Vol. I, Chapter 3

SUGGESTED LEARNING ACTIVITIES:

Provide students with the "Code of Ethics" of the National Association of Realtors and discuss each part in relation to real estate practice.

Invite a lawyer to come and speak to the class about real estate law and ethics and their importance to real estate as a profession.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL FOLLOW ETHICAL REAL ESTATE STANDARDS.

COMPETENCY(IES): 1242 - Compete fairly in selling and avoid direct competition with subordinates.

CONTENT	RESOURCES
I. Competing Fairly A. Comply with the NAR Code of Ethics B. Awareness of responsibilities 1. To the agency 2. To the employers, supervisors, etc. 3. To the employees, co-workers, etc. 4. To the community and the public 5. To oneself C. Realization that you represent the real estate profession and its professional standards	Management of the Sales Force - Chapter 23 Principles of Professional Management - Chapter 6 Ring/Dasso, Real Estate Principles and Practices Appendix A-2

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the students the proper way to conduct oneself in competing for a sale.

Have students read the NAR Code of Ethics and write a paper on what they feel it should mean to a person in the real estate business.

Provide role play exercises for students involving competition between real estate agencies. Discuss the result in class.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL FOLLOW ETHICAL REAL ESTATE STANDARDS.

COMPETENCY(IES): 1243 - Be aware that a supervisor should set an example of personal work habits and character which employees can emulate.

CONTENT	RESOURCES
I. The Supervisor's Role in Setting a Good Example for Employees A. Understand yourself 1. Needs 2. Abilities B. Understand the cahracteristics that make a real estate person successful 1. Motivation 2. Dedication 3. High ethical standards 4. Miscellaneous C. Present these characteristics by behaving in the appropriate manner	Principles of Professional Management - Chapters 1, 2 Management of the Sales Force - Chapters 13 - 15

SUGGESTED LEARNING ACTIVITIES:

Discuss, in class, the ways students can set a good example for employees in the work environment. Have them evaluate each other in a series of group activities.

Have students write a paper concerning how they would conduct themselves in order to set a good example for employees to emulate.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PROPERTY MANAGEMENT PRINCIPLES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1244 - Understand property renovation.

CONTENT	RESOURCES
I. Methods of Renovation A. Rehabilitation B. Modernization C. Alteration	Realtors Institute Reference and Practice Book - Vol. I, Chapter 4
II. Economics of Alternative Methods A. Costs B. Time involved C. Capital required D. Materials needed	Principles of Real Estate Management - Chapter 8

SUGGESTED LEARNING ACTIVITIES:

Have students read about renovations and discuss different renovation techniques.

Inspect buildings that need renovation, and have students develop a plan to renovate, including costs, time, material needed, etc.

Divide into groups and give each group hypothetical information about a property renovation project. Have each group prepare APOD (Annual Property Operating Data) for this project. Discuss the results in class.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PROPERTY MANAGEMENT PRINCIPLES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1245 - Understand tenant selection, maintenance, and special services for multi-story building management.

CONTENT

I. Merchandising Space
   A. Advertising
   B. Renting techniques
   C. Renewals
   D. Showing units

II. Occupancy Agreements
   A. Writing leases
   B. Inventory of furnishings

III. Managing Building
   A. Arranging services: housekeeping, maintenance
   B. Labor costs: housekeepers, clerks, maintenance staff
   C. Office and model apartments

IV. Tenant Selection
   A. Tenant compatibility
   B. Permanence potential
   C. Tenant characteristics and references

V. Maintenance of Physical Situations
   A. Maintenance staff
   B. Outside contractor service

RESOURCES

Principles of Real Estate Management - Chapters 9, 13 14, 15, 20, 22, 28

Unger/Karvel, Real Estate Principles and Practices Chapter 23

SUGGESTED LEARNING ACTIVITIES:

Have students read about tenant selection, maintenance, and special services. Discuss merchandising of rental space, tenant selection, and maintenance with the students.

Invite a manager of an apartment complex to speak to the class about property management and services to clients.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PROPERTY MANAGEMENT PRINCIPLES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1246 - Understand strip-store, shopping center leasing, chain store leasing, commercial property leasing, industrial property leasing, and subsidized property leasing.

CONTENT	RESOURCES
I. Figuring Rentals' Price	Real Estate Law
A. Percentage of sales or income	Chapters 36 - 38
B. Fixed dollars amount	
C. Combination: fixed dollar amount and percent of sales	Principles of Real Estate Management Chapters 15, 17-19
II. Leases	
A. Month to month	
B. Year to year	
C. Established period	

SUGGESTED LEARNING ACTIVITIES:

Have students read about various types of leasing and discuss leasing principles with students. Bring in examples of leases to show students. Have students list and explain different types of leasing.

Collect lease forms and identify clauses on price and length of lease.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL IDENTIFY PRINCIPLES OF REAL ESTATE MANAGEMENT.

COMPETENCY(IES): 1247 - Know the functions of management and the fundamentals of a tenant-management relationship.

CONTENT

I. Field of Real Estate Management
   A. Nature and scope of real estate
   B. Management functions
   C. Classifications of property
   D. Management organizations

II. Owner Relations and the Business
   A. With general public
   B. With tenants
   C. With service organizations and employees

III. Managing an Office
   A. Recordkeeping
   B. Staffing personnel
   C. Management principles

RESOURCES

Unger/Karver, Real Estate Principles and Practices Chapter 23

Principles of Real Estate Management - Chapters 1, 23-26

SUGGESTED LEARNING ACTIVITIES:

Have students read about management functions and tenant-management relationship. Discuss office management, selection of personnel, recordkeeping, etc., for a real estate property management office.

Simulate an office and have students role - play functions of the office. Switch roles every day so students gain full experience of office jobs.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL IDENTIFY PRINCIPLES OF REAL ESTATE MANAGEMENT.

COMPETENCY(IES): 1248 - Prepare, apply, and analyze a lease.

CONTENT	RESOURCES
I. Residential Leases A. Single family homes B. Apartment leases II. Commercial Leases A. Percentage leases B. Time vs. space leasing C. Minimum guarantee leases D. Fixed amounts III. Special Purpose Building Leases A. Theaters B. Medical center C. Warehouses D. Food service	Real Estate Selling Magic Appendix B Principles of Real Estate Management - Chapters 11, 13, 18, 19

SUGGESTED LEARNING ACTIVITIES:

Have students read about leases and discuss leasing with students. Show examples of leases in class and discuss their content.

Arrange students in groups and assign the task of evaluating a lease. Make a different assignment to each group. When finished, have the groups share their lease with the class.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EVALUATE REAL PROPERTY MANAGEMENT POLICY.

COMPETENCY(IES): 1249 - Evaluate management effectiveness.

CONTENT	RESOURCES
I. Real Estate Principles A. Real estate markets B. Influences of money C. Real estate cycles D. Government involvement	Unger/Karvel, Real Estate Principles and Practices Chapter 23 Principles of Real Estate Management - Parts A, B, C
II. The Marketing of Property Management A. Appraising values B. Merchandising space C. Leasing D. Setting rent prices E. Tenant selection	
III. Administration of Property Management A. Office operations B. Selecting personnel C. Recordkeeping	

SUGGESTED LEARNING ACTIVITIES:

Have students write a paper of effective property management, detailing the methods that they would utilize in evaluating a property management operation.

Assign a visit to a real estate office. Have students evaluate the management effectiveness. If possible, have them spend a few days observing and report to the class.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL OUTLINE THE IMPORTANCE OF MARKETING AND ECONOMICS IN REAL ESTATE.

COMPETENCY(IES): 1022 - Identify factors influencing supply and demand (i.e., population, employment, wage levels, vacancy levels, labor supply, governmental control).

CONTENT

I. Population Trends
    A. Local and national
    B. Family size
    C. Ages

II. Employment Trends
    A. Industry of area
    B. Employment rates
    C. Wage levels and disposable income

III. Vacancy levels
    A. Housing supply
    B. Housing demand

IV. Governmental Controls
    A. Taxation
    B. Regulatory agencies
    C. Local land-use controls

RESOURCES

Unger/Karvel, Real Estate Principles and Practices
Chapters 1, 2, 16, 27, 28

Principles of Real Estate Management - Chapters 1 - 6

Modern Real Estate Practice
Chapters 3,4

SUGGESTED LEARNING ACTIVITIES:

Have students read about demographics affecting supply/demand related to real estate needs, and discuss with students how this information is used. Analyze the community trends by assigning groups to certain topics to investigate. Have them report to the class their findings.

Invite a business representative to speak to the class about influences on supply and demand related to real estate.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL OUTLINE THE IMPORTANCE OF MARKETING AND ECONOMICS IN REAL ESTATE

COMPETENCY(IES): 1023 - Know the intangibles of business (i.e., human relations factors, economic factors, and innovations) influencing business.

CONTENT	RESOURCES
I. Demographic Factors A. Population trends B. Employment trends C. Government controls	Modern Real Estate Practice Chapter 3
II. Economic Factors A. Supply factors B. Demand factors	Unger/Karvel, Real Estate Principles and Practices Chapters 1, 2
III. Human Relations A. Client needs, emotions, and motives B. Agent's communication: personal and advertising	

SUGGESTED LEARNING ACTIVITIES:

Discuss the concept of intangibles and have students identify and list some intangibles of the real estate business.

Organize a panel discussion on a topic such as "Why intangibles are important to a Real Estate Business". Encourage participants to use many outside references.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL OUTLINE THE IMPORTANCE OR MARKETING AND ECONOMICS IN REAL ESTATE.

COMPETENCY(IES): 1024 - Understand how prices psychologically affect customers.

CONTENT	RESOURCES
I. Clinet Behavior A. Motives for buying/selling 1. Psychological 2. Emotional 3. Social 4. Physical 5. Economic B. Cognitive dissonance 1. Price paid vs. value received 2. Fear of mistakes make clients reluctant to act	Marketing Management Chapter 4 Psychology of Motivation and Persuasion in Real Estate Selling Chapters 3 - 5

SUGGESTED LEARNING ACTIVITIES:

Have students read about buying behavior and cognitive dissonance, and discuss reasons why this dissonance occurs.

Have students list mistakes they are afraid of making. Discuss as a group what can be done about these fears.

Assign students to identify and list various motives and fears of buying that a real estate customer might have. Ask them to come up with ways that a real estate salesperson might help alleviate these fears.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL PLAN MARKETING/ECONOMIC POLICY FOR THE REAL ESTATE AGENCY.

COMPETENCY(IES): 1025 - Determine seasonal business cycles and general patterns.

CONTENT	RESOURCES
I. General Business Cycles II. Real Estate Cycles III. Governmental Influence on Cycles A. Raising interest rates B. Controlling supply of money C. Taxation	Unger/Karvel, Real Estate Principles and Practices Chapter 2 Principles of Real Estate Management - Chapter 5 Modern Real Estate Practice Chapters 3, 4

SUGGESTED LEARNING ACTIVITIES:

Have a real estate person discuss with the students how seasonal business cycles affect the real estate business and how changes in business can be successfully handled.

Discuss business cycles with students. Have them report on a current event in government policies toward business cycles.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL PLAN MARKETING/ECONOMIC POLICY FOR THE REAL ESTATE AGENCY.

COMPETENCY(IES): 1026 - Keep informed of competitive conditions in the marketing area which the agency serves.

CONTENT	RESOURCES
I. Evaluation of the Number of Buyers and Sellers in the Area	Essentials of Real Estate Finance
II. Evaluation of Competition for Finance and Legal Assistance to Assist Clients	Ring/Dasso, Real Estate Principles and Practices Chapter 16
III. Evaluation of Competition for Physical Features A. Offices B. Advertising media C. Inventory related to real estate operations	Real Estate Sales and Brokerage

SUGGESTED LEARNING ACTIVITIES:

Discuss the importance of being aware of current competition in the real estate field. Stress the importance of reading professional papers, articles, etc., especially those pertaining to local competitive conditions.

Assign students to come up with a special plan of their own to deal with competition. Have them present this plan orally to the class. Give an example of a market situation, and use the students' plans as a solution for dealing with competition in that particular situation.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL COMPLETE MATHEMATICAL PROBLEMS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1702 - Add, subtract, multiply, and divide with precision; use and translate fractions, percents, and decimals.

CONTENT	RESOURCES
I. Solve Mathematical Problems Related To: A. Addition related to whole numbers, decimals, dollars and cents, linear measurement B. Subtraction related to whole numbers decimals, dollars and cents, linear measurement C. Multiplication related to whole numbers, decimals, dollars and cents, linear measurement D. Division related to whole numbers, decimals, dollars and cents, linear measurement E. Fractions: addition, subtraction, division, multiplication F. Decimals: addition, subtraction, division, multiplication G. Percentage calculations	Business Mathematics Chapters 2 - 7 Stein's Refresher Mathematics - Units 1 - 4

SUGGESTED LEARNING ACTIVITIES:

Work mathematical problems in class, demonstrating all the calculations necessary to arrive at the correct answer. Ask for volunteers to demonstrate solving different mathematical problems for the class.

Have students work mathematical problems related to real estate which you provide. Check the students' performance and discuss any problems in calculation.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL COMPLETE MATHEMATICAL PROBLEMS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1703 - Calculate interest on loans, sales commission, and broker's fee.

CONTENT	RESOURCES
I. Interest Calculation A. Loans B. Amortization of mortgages	Realtors Institute Reference and Practice Book - Vol. III, Chapter 5
II. Commission Calculations A. Broker's sales commission B. Salesmen's Commission	Business Mathematics Chapters 9, 10
III. Fees Calculations A. Revenue stamps B. Recording fees C. Down payments D. Legal fees E. Miscellaneous	

SUGGESTED LEARNING ACTIVITIES:

Work interest, sales commission, and broker fee problems in class, using the percentage method of calculation when necessary.

Give students problems concerning interest on loans, commissions, and fees, and have them show all their work in arriving at the correct answer. Review their methods of calculations and discuss any problems.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL COMPLETE MATHEMATICAL PROBLEMS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1704 - Determine the costs to the buyer for real estate transactions; compute the net proceeds (after assessments, taxes, commissions, discounts, etc.), to the seller; and calculate the ways of preparing the deed, recording fees, and other legal fees.

CONTENT

I. Closing Costs
   A. Prorations
   B. Direct costs
   C. Earnest money

II. Taxes
   A. Transfer tax
   B. Back taxes
   C. Special assessments

III. Fees
   A. Broker's commission
   B. Recording fees
   C. Attorney fees
   D. Points

RESOURCES

Modern Real Estate Practice
Chapters 10, 23

Real Estate Law
Chapters 12, 13, 22, 39

SUGGESTED LEARNING ACTIVITIES:

Have students read about costs to buyer and seller and discuss costs of: taxes, commissions, points, legal fees, etc.

Have students work mathematical problems related to buyer/seller costs according to the hypothetical information which you provide. Then have students prepare a closing statement for the problems.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SKILL IN APPRAISING.

COMPETENCY(IES): 1705 - Determine the value of property, prepare cost breakdown of "extras" in homes or property, estimate cost of depreciation and condition of various types of property.

CONTENT

- I. Appraising Methods
  - A. Market approach
  - B. Income approach
  - C. Replacement approach
- II. Costs of Fixtures (Extras)
  - A. Interior
    - 1. Fireplaces
    - 2. Built-in bookcases
    - 3. Range hoods, etc.
    - 4. Miscellaneous
  - B. Exterior
    - 1. Barbecue pits
    - 2. Patios
    - 3. Landscaping
    - 4. Pools
    - 5. Gardens

RESOURCES

Modern Real Estate Practice
Chapter 18, 22

Fundamentals of Real Estate
Appraisal - Chapter 3 - 7

SUGGESTED LEARNING ACTIVITIES:

Discuss appraising and the appraising of property to arrive at the correct value.

Have students work problems to determine values of home using different appraising methods according to information which you provide.

Have student prepare cost breakdowns of fixtures in property.

Conduct field trips to various real estate properties and work with students in appraising the property, preparing a cost breakdown, etc.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SKILL IN APPRAISING.

COMPETENCY(IES): 1706 - Measure property, house, and room sizes.

CONTENT	RESOURCES
I. Measuring Systems A. Rectangular survey B. Metes and bounds	Real Estate Law Chapter 5
II. Linear Measurement A. Feet, inches B. Metrics	Modern Real Estate Practice Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Have students read about measurements and discuss the techniques used to measure property. Divide the class into groups and have them measure the classroom.

Have students solve metes and bounds and rectangular measurement problems according to information which you provide.

Have students measure rooms and property at their homes. Then have them measure their home property and write a property-size description.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SKILL IN APPRAISING.

COMPETENCY(IES): 1707 - Determine income from property; compute property taxes; prorate taxes, insurance, and rents; and figure profit and loss in real estate sales.

CONTENT	RESOURCES
I. Computing Taxes and Proration of Taxes A. Prepaid taxes B. Accrued taxes	Modern Real Estate Practice Chapter 23
II. Prorations of Insurance Cost A Prepaid insurance B. Accrued taxes	Fundamentals of Real Estate Appraisal - Chapter 7
III. Prorations of Rental Income, and Calculating Income of Property A. Prepaid rents B. Accrued rents	

SUGGESTED LEARNING ACTIVITIES:

Have students read about computation of taxes, insurance, and rents. Discuss these computations with students and explain the importance of each.

Give students information and have them complete proration problems and determine income on real estate rental property. Then, given the same information, have them calculate net cost of ownership.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1316 - Know what constitutes a section of land, and interpret legal descriptions.

CONTENT	RESOURCES
I. Measuring Systems A. Rectangular survey B. Metes and bounds	Realtors Institute Reference and Practice Book - Vol. I, Chapter 10
II. Linear Measurement A. Feet B. Inches C. Rod	Modern Real Estate Practice Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Bring in sample legal descriptions of property and review with students the correct interpretations of these decriptions.

Have students solve sample problems on land measurement. Then ask them to select a piece of property and write a rough property description of the land.

Invite a local engineer or surveyor to speak to the class about the methods used to measure land.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1317 - Know thoroughly the property you wish to promote and understand the ways of classifying and describing homes.

CONTENT	RESOURCES
I. Zoning A. Residential B. Commercial-industrial C. Multi-family D. Special use property	Modern Real Estate Practice Chapters 9, 19, 22 Fundamentals of Real Estate Appraisal - Chapter 3
II. Construction Styles A. Ranch B. Duplex C. Bi-level D. High-rise E. Tudor	Realtors Institute Reference and Practice Book - Vol. I, Chapters 4, 10

SUGGESTED LEARNING ACTIVITIES:

Discuss different construction styles for homes and how homes are classified and described. Ask students to identify the styles of homes found in their neighborhood.

Take a field trip to the courthouse and ask the recorder there to talk about zoning laws. Have students write a report of the trip.

Have the students look at "zoning" maps and identify different zoning areas in the community. Then have them identify in which zoning area they live, go to school, etc.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1318 - Know selling features of plumbing, heating, and air conditioning which are benefits to customers.

CONTENT	RESOURCES
I. Plumbing A. Metal and plastic piping B. Steel and fiberglass fixtures II. Heating Systems A. Gas B. Electric C. Heating oil D. Solar III. Air Conditioning Systems A. Conventional - in window B. Central IV. Alternate Power Sources A. Solar B. Windmills C. Water wheels	Modern Real Estate Practice Chapter 22 Fundamentals of Real Estate Appraisal - Chapter 3 Realtors Institute Reference and Practice Book - Vol. I, Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Discuss the basic features of plumbing, heating, and air conditioning. Stress to the students why it is important that a real estate broker should know about building features.

Take students through model houses and have them identify and list selling features of the house that relate to construction or design.

Assign students a particular feature and ask them to orally present to the class this feature as a benefit.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1319 - Know how to manage maintenance activities such as preserving, cleaning, and altering.

CONTENT	RESOURCES
I. Maintenance of Buildings	Principles of Real Estate
A. Exterior maintenance	Management - Chapter 28
1. Building care	
2. Ground care	Modern Real Estate Practice
3. Others; playgrounds, pools	Chapter 17
B. Interior maintenance	
1. Cleaning	
2. Refurbishing	
II. Maintenance Management	
A. Managing the operations	
B. Staffing	

SUGGESTED LEARNING ACTIVITIES:

Have a real estate person experienced in managing maintenance activities discuss with the students how a successful maintenance operation is conducted.

Tour a large apartment/condo complex and have students identify and list interior and exterior maintenance areas and required maintenance activities. Discuss in class what was observed in the complex and have students identify ways to improve.

PRODUCT/SERVICE TECHNOLOGY

CBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1320 - Know the possession requirements such as possession date, transfer of utilities, and delivery of keys to assist buyer and seller.

CONTENT	RESOURCES
I. Closing Data A. Costs B. Date C. Location D. Monies to transfer E. Insurance involved F. Signing legal papers G. Closing statement	Modern Real Estate Principles Chapter 23 Unger/Karvel, Real Estate Principles and Practices Chapter 12
II. Possession and Occupancy Requirements and Necessities A. Utility transfer B. Occupancy date or agreement C. Transfer of keys	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the activities of closing and possession. Then have students list the activities involved in closing the sale and fulfilling the possession requirements.

Invite an attorney to speak about the procedures of a closing and possession requirements.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DISCUSS PRODUCTS AND SERVICES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1321 - Identify the different styles of homes and buildings and be familiar with construction techniques and building materials.

CONTENT

I. Housing Styles
   - A. Ranch
   - B. Duplex
   - C. Bi-level
   - D. High-rise
   - E. Two story
   - F. "A" frame
   - G. Earth house

II. Construction Techniques
   - A. Frame
   - B. Brick
   - C. Precast concrete

RESOURCES

Fundamentals of Real Estate Appraising - Chapter 3

Modern Real Estate Practice Chapters 20, 22

Realtors Institute Reference and Practice Book - Vol. II, Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Give the students addresses of houses and have them identify and list the housing styles and construction styles that are represented.

Assign students a particular construction style. Have them write a report on the style listing advantages, disadvantages, and benefits.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DISCUSS PRODUCTS AND SERVICES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1322 - Understand the different types of ownership (i. e., condominium, single family, cooperative).

CONTENT	RESOURCES
I. Ownership	Modern Real Estate Practice
A. Fee simple	Chapters 4, 7, 8, 12, 24
B. Fee determinable	
C. Life estate	Real Estate Law
D. Courtesy/dower	Chapters 6, 14, 16, 30, 31
E. Homestead	
II. Tenancy	
A. Tenancy in common	
B. Tenancy by entirety	
C. Tenancy in severality	
D. Joint tenancy	
E. Trust	
F. Commercial property	

SUGGESTED LEARNING ACTIVITES:

Discuss concepts of ownership and interest in real estate. Have students identify the various types.

Arrange a visit to different buildings. If possible, talk with owner(s) and encourage students to ask questions about the ownership of the particular building.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DISCUSS PRODUCTS AND SERVICES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1323 - Understand all areas of insurance that pertain to property.

CONTENT	RESOURCES
I. Types of Insurance A. Liability B. Fire C. Casualty D. Renters insurance E. Comprehensive F. PMI (Private Mortgage Insurance) G. Mortgage Life	Principles of Real Estate Management - Chapter 27 Modern Real Estate Practice Chapters 4, 17

SUGGESTED LEARNING ACTIVITIES:

Briefly discuss property insurance and stress the importance of being insured.

Invite an insurance agent to speak about property insurance coverages and costs. Ask the students to list the types of property insurance coverage for their home.

Give students a list of types of dwellings (i. e., single family, apartment building, public buildings) and have them identify what type of insurance coverage should be found on these buildings.

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1904 - Prepare a competitive market survey and understand the law regarding selling of real property.

CONTENT	RESOURCES
I. Competitive Market Analysis Considerations	Realtors Reference and
A. Homes that are presently for sale	Practice Book - Vol. I,
B. Home that have been sold	Chapters 1, 3, 7
C. Homes that were not sold	
D. Financing	Real Estate Law
E. FMA Form	Chapter 11
II. Considerations of a Market Survey	Ring/Dasso, Real Estate
A. Population	Principles and Practices
B. Income and money supply	Chapter 3
C. Industry	
D. Land	Real Estate Appraisal and
E. Related laws of the area	Investment - Chapters 2, 3
III. Sources of Information	Guide to Illinois Real
A. Federal records	Estate License Preparation -
B. State records	Broker - Lawyer Accord
C. Private groups obtaining data	Pages 102-106
IV. Factors Covered by the Laws Which Affect the Sale of Real Estate	
A. Contracts	
B. Discrimination	
C. Misrepresentation (i.e., fraud)	
D. Documentation (i.e., titles, deeds)	
E. Taxes	

SUGGESTED LEARNING ACTIVITIES:

Provide for the class the applicable laws regarding the sale of real estate (federal, state, and local) and have students study this legislation. Have an attorney who is knowledgeable in the area of real estate law visit the class and discuss the important role that legislation plays in real estate transactions. Discuss the real estate salesperson's role in carrying out the law.

Organize students into committees. Conduct a competitive market survey in the school by assigning each committee a different task. Be sure to keep accurate records of all activities.

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1905 - Skillfully obtain property information and accurately report property information obtained.

CONTENT

I. Property Information
    A. Lot size
    B. Room size
        1. Number of rooms
        2. Dimensions
    C. Building specifications
        1. Size
        2. Construction and condition
        3. Date built
    D. Surrounding area
    E. Necessary financing
    F. Miscellaneous
        1. Utilities (i.e., air conditioning, furnace, etc.)
        2. Taxes
        3. Zoning restrictions

II. Reporting Property Information
    A. Orient buyers to the information
        1. Relaxed atmosphere
        2. Sincerety
    B. Highlight the best features
    C. Possibly provide buyers with an information sheet

RESOURCES

CAR, Selling Real Estate
Chapter 4

Modern Real Estate Practice
Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students importance of being thorough in obtaining property information and stress the importance of making a good first impression.

Have students prepare a list with property information for a specific home and discuss how this information could be effectively and accurately reported to potential buyers. Then ask the students to prepare a sample spec sheet for the home.

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1906 - Evaluate your agency's prospecting effectiveness.

CONTENT	RESOURCES
I. Assessing Canvassing Efforts II. Assessing Listing Sources	CAR, How to Negotiate In Listing and Selling Homes Chapter 1
III. Assessing Prospecting Methods and Approaches	CAR, Selling Real Estate Chapter 1
IV. Comparisons with Other Agencies' Effectiveness	Realtors Institute Reference and Practice Book - Vol. II, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

After discussing the techniques and methods used in prospecting, have students prepare a planning sheet that would detail how they would prospect for buyers and how they would evaluate their efforts.

Have a knowledgeable real estate person discuss with the class some of the ways real estate agencies evaluate prospecting effectiveness (i.e., comparisons with listings, sales, other agencies, etc.).

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1907 - Initiate contests offering financial reward/recognition for meeting or surpassing sales quotas.

CONTENT	RESOURCES
I. Establishing Quotas and Goals	Realtors Institute Reference and Practice Book - Vol. II, Chapter 4
II. Determining Those Who are Highly Motivated	
III. Planning Appropriate Rewards	Selling Real Estate Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Have students write a paper on possible realistic rewards that might optimize the motivation of the real estate agency's sales force. Gather a pool of ideas from students' papers and have a class vote on what is the best motivational advice.

Plan a specific goal for the class. Inform them of the goal and tell them what the reward will be. Evaluate their activities and, after the goal is reached, share with them your observations.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1908 - Skillfully locate and qualify prospective buyers.

CONTENT	RESOURCES
I. Advertising II. Canvassing III. Listing Sources A. People B. News media C. Bulletins IV. Telephone	Selling Real Estate Chapter 1 How to Negotiate in Listing and Selling Homes Chapter 1 Realtors Institute Reference and Practice Book - Vol. I, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

Discuss with students methods and techniques used in prospecting for buyers. Bring in examples of sources that may be used.

In a role-play situation, have students practice approaches that they would use in prospecting for buyers.

Have students examine newspapers, community bulletin boards, etc., in order to find prospects that would be moving, or are new to the area, in order to develop prospect lists. Compile all student lists into one, and discuss the importance of a thorough search for prospects.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1909 - Locate listings for your agency from such sources as referrals, solicitations, leads, and previous customers.

CONTENT	RESOURCES
I. Possible Listing Sources A. Referrels B. Canvassing C. News media D. Telephone E. Personal contacts F. Buyers	How to Negotiate in Listing and Selling Homes Chapter 1 Selling Income Property Successfully - Chapter 4 Realtors Institute Reference and Practice Book - Vol. I, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

After discussing the listing sources which a real estate person can use, have students compile listings from such sources as newspapers, radio, bulletins, etc. Post these examples on the bulletin board as a reminder to students of the many information sources.

Have a real estate person discuss with the students methods that he/she employs to locate listings.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1910 - Effectively apply telephone prospecting techniques.

CONTENT	RESOURCES
I. Successful Telephone Prospecting A. Preparation 1. Know the area you are calling 2. Be prepared for questions B. Cheerful positive attitude C. Use a checklist or form for important points	How to Negotiate in Listing and Selling Homes Chapter 1 Modern Real Estate Practice Chapter 6 Selling Real Estate Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Discuss tips for effective telephone techniques. Provide students with a checklist of important points to remember. Give a demonstration of the correct method of telephone usage.

Have students prepare a hypothetical telephone sales presentation, including the preparation that they would undertake if telephone canvassing was actually being done.

Assign students to observe three official phone calls and report on the effectiveness of the telephone techniques of the one to whom they listened.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1911 - Obtain a listing contract from owners which includes details on: commission, length of listing, etc.

CONTENT	RESOURCES
I. Possible Listing Agreements (Written) A. Net listing B. Open listing C. Exclusive agency D. Exclusive right to sell listing E. Multiple listing	Selling Income Property Successfully - Chapter 4 How to Negotiate in Listing and Selling Homes - Chapter 1 Realtors Institute Reference and Practice Book - Vol. I, Chapter 6 Modern Real Estate Practice Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Have students complete hypothetical listing agreements with written explanations of the terms and provisions.

Bring in sample listing agreements and discuss the importance of making the seller aware of the listing contract's terms and provisions.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1912 - Be alert to buying motives of clients, and exercise skill in overcoming prospective buyers' objections.

CONTENT

I. Possible Motivations of Buyers
  A. Shelter
  B. Security
  C. Social
  D. Status

II. Overcoming Objections
  A. Avoid arguments
  B. Keep responses positive

RESOURCES

Psychology of Motivation and Persuasion in Real Estate Selling - Chapters 4 - 6

Selling Real Estate
Chapters 2, 7

Selling Income Property Successfully - Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the importance of dealing with objections in a positive manner and the fact that the salesperson should never argue with clients.

Have students list different motives of the buyer. Then ask the students to think about their own buyer behavior and list their buying motives.

Provide role-play exercises in which the students participate. Direct the exercises toward dealing with buyer motives and objections.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1913 - Apply sales appeals according to the buying motives of the clients; exercise tact, creativity, and adaptability.

CONTENT	RESOURCES
I. Matching Sales Appeals with Buying Motives A. Determining the clients' wants and needs B. Creating wants and needs in the client C. Developing a proper attitude to present a sales appeal D. Presenting the sales appeal	Psychology of Motivation and Persuasion in Real Estate Selling - Chapters 4, 5 Realtors Institute Reference and Practice Book - Vol. I, Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Have students compile a detailed list of possible buying motives and write brief explanations of ways to apply successful sales appeals to those motives.

Ask student to select a partner. Have each student select a product to sell to the partner. Require the students to present the sales presentation to the class.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1914 - Maintain high morale, motivation and ethics.

CONTENT	RESOURCES
I. Maintaining Morale, Motivation, and Ethics A. Real estate salesperson B. Buyer C. Seller D. Broker	Psychology of Motivation and Persuasion in Real Estate Selling - Chapters 3, 5, 13 Real Estate Selling Magic Chapter 13 Modern Real Estate Practice Chapter 21

SUGGESTED LEARNING ACTIVITIES:

Have students read and study the Code of Ethics of the National Association of Relators and discuss with students the importance of maintaining high morale and motivation in their real estate transactions.

Discuss with students the concept of morale. Involve them in the discussion by asking how they feel morale affects their performance each day.

Invite a real estate broker to discuss the maintenance of high morale and motivation in real estate transactions.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1915 - Exercise skill in showing the property to prospective buyers; explain features and drawbacks of property, and features of neighborhood such as schools, shopping, etc.

CONTENT	RESOURCES
I. Showing the Home A. Know what the buyer wants B. Plan the showing around buyer motivations	Selling Real Estate Chapter 4 Realtors Institute Reference and Practice Book - Vol. I, Chapter 10
II. Selling Features A. Positive aspects of the property B. Positive aspects of the neighborhood/community C. Avoid overselling D. Preparations in showing property	Selling Income Property Successfully - Chapter 10

SUGGESTED LEARNING ACTIVITIES:

Have students prepare a list that details the procedures that they would use in showing property to clients. Have the students include such items as how many homes to show in one day, planning the route to take to the property, check lists for buyers, etc.

Discuss with the students the importance of not saying too much when showing property, and of not overselling the positive features of the home.

Prepare taped examples of sales presentations. Have students evaluate the skill of the seller by explaining features and drawbacks.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1916 - Understand the termination of listing by law and by action of the parties.

CONTENT

I. Possible Ways Listings May Be Terminated
    A. Termination of the time period
    B. Action by the broker
    C. Action by the owner
    D. Death or insanity
    E. Destruction of the real estate

RESOURCES

Modern Real Estate Practice
Chapter 6

Realtors Institute Reference and Practice Book - Vol, I, Chapter 6

How to Negotiate in Listing and Selling Homes - Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have a real estate broker discuss with the students the possible actions that can take place to cause the termination of the listing contract.

Have students write a paper relating the ways a listing agreement can be terminated to the provisions included in the listing contract.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1917 - Know how to effectively present the offer to the seller, how to effectively present the counter offer, and effectively handle buyer's decision on the counter offer.

CONTENT	RESOURCES
I. Considerations of the Offer/Counter Offer A. Preparations B. Dealing with objections C. Financing D. Motivations of buyer/seller E. Negotiating effectively F. Continuing involvement	Realtors Institute Reference and Practice Book - Vol. I, Chapter 10 Selling Real Estate Chapter 7, 15 Real Estate Selling Magic Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Summarize the laws of offers and counter offers. Give students examples and let the class decide in each situation if an offer did occur.

Discuss with the students the many problems and objections that might arise in the offer/counter offer phase of negotiating the sale of real estate. Have students think of the best ways to handle such problems and objections.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1918 - Understand closing procedures of a sale, and consider how and when to close the sale.

CONTENT	RESOURCES
I. Closing Sales A. Preparations B. Review of listings, offers, etc. C. Obtaining an appointment with the seller D. Anticipating problems E. Closing presentations F. Close or counter-offer	Selling Income Property Successfully - Chapter 12 Selling Real Estate Chapters 6 - 8 Realtors Institute Reference and Practice Book - Vol. I, Chapter 11 Closing the Sale

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the methods of closing a sale. Give the class examples by acting out a series of exercises. Give students experience by dividing into groups and completing simulated sale closings.

Reinforce learning by having students write a short paper describing the techniques that they would use in closing a real estate sale.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1919 - Arrange such closing requirements as closing date, deposit, title search, lien search, survey of property, and other legal instruments.

CONTENT	RESOURCES
I. Common Broker Duties When Closing a Sale	Selling Real Estate Chapter 8
A. Handle the proceedings	
B. Accept brokerage commission	Closing the Sale Chapters 4 - 6
C. Give guidance in real estate matters	
D. Make any necessary arrangements	
1. Evidence of title	Modern Real Estate Practice Chapter 23
2. Termite controls	
3. Surveys	
4. Miscellaneous	
E. Work with lawyer in the area of legal instruments	

SUGGESTED LEARNING ACTIVITIES:

Have a real estate broker discuss with the class the details involved in closing a sale and the broker's duties at the closing.

Have students list the duties of a broker when closing a sale. Discuss the probabilities of working with other professionals such as a lawyer or a title company representative.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1920 - Complete legal instruments.

CONTENT	RESOURCES
I. Common Legal Instruments Used in Real Estate A. Leases B. Installment agreements C. Contracts for the sale of real estate D. Listing contracts E. Escrow contracts F. Buy and sell option agreements	Ring/Dasso, Real Estate Principles and Practices Chapter 8 Modern Real Estate Chapter 11 Real Estate Selling Magic Appendix B

SUGGESTED LEARNING ACTIVITIES:

Bring in sample legal instruments that are approved for your area and have students study their terms and provisions. Using these as examples, have students complete sample legal instruments according to hypothetical data which you provide.

Discuss with the students the legal limitations of the real estate person in handling legal instruments.

Have a lawyer or real estate broker discuss with the students the legal limitations of the real estate person in handling legal instruments.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1921 - Collect any deposit made by the buyer and handle it as prescribed by law.

CONTENT	RESOURCES
I. Collecting the Deposit A. Use the approved receipt forms where applicable B. Include all necessary information C. Act as trustee for the buyer and seller D. Forms should not be changed or modified E. Know the laws in your area	Selling Real Estate Chapter 6 Realtors Institute Reference and Practice Book - Vol. I, Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the necessary information that shoud be included in a deposit receipt and emphasize the requirements that are prescribed by law for your community.

Have students complete sample deposit forms according to hypothetical data which you provide. Make sure the students realize that the deposit receipt forms that they should use in their business should be approved and accepted for their area.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1922 - Arrange for the seller to make necessary repairs.

CONTENT	RESOURCES
I. Making Repair Arrangements	Real Estate Selling Magic Chapter 3
A. Diagnosing the needed repairs	
B. Handling buyer/seller objections	
C. Tactfully introducing the repair conditions to the seller where applicable	How to Negotiate in Listing and Selling Houses Chapter 4
D. Coordinating the repair arrangements where necessary	
E. Continuing rapport with buyer/seller	

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students possible situations when it is necessary or advisable to make arrangements with the seller concerning repairs. Have students list these reasons and write acceptable recommendations to be made to the seller for the repair.

Give each student an example of a repair that needs to be made. Have him/her inquire at various sources and get an estimate on the amount of repair. This should be reported to the class.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1923 - Arrange for the buyer to inspect property immediately prior to closing.

CONTENT	RESOURCES
I. Arranging Buyer Inspection Prior to Closing A. Make arrangements with the seller B. Deal effectively with any final objections C. Highlight the best features D. Be supportive without talking too much E. Instill the buyer with pride and satisfaction F. Control the inspection	Closing the Sale Chapters 4, 9 Selling Income Property Successfully - Chapter 12 Realtors Institute Reference and Practice Book - Vol. I, Chapter 10

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the importance of effectively dealing with the buyers' emotions, objections, etc., at this crucial time of the real estate transaction.

Have a knowledgeable real estate person discuss with the students the necessary preparations and actions that the salesperson must consider in showing the property to the buyer prior to closing.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1924 - Keep the owner informed on the progress of the listing.

CONTENT	RESOURCES
I. Maintaining Communication Between Seller and Agent A. Realize the importance of this function B. Allow time each week to visit or call the seller C. Keep them informed of any ads run on the property D. Share opinions concerning sale price, etc. E. Give them any constructive comments concerning their property	How to Negotiate in Listing and Selling Homes Chapter 1 Realtors Institute Reference and Practice Book - Vol. I, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the importance of keeping the seller informed of what is occuring in the selling efforts of his/her property and how this can make it easier to renew the listing contract when necessary.

Have students list things that are the most important points maintaining communication between seller and agent.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1925 - Prepare the property brief to include photos of property and building, maps of property, floor plans, tax information, financing, etc.

CONTENT	RESOURCES
I. Points to Remember in Considering Property Briefs A. They do not replace showing the property B. They can be an effective sales tool	Selling Income Property Successfully - Chapter 8
II. Possible Uses of Information in the Property Brief A. Sales ads B. Obtaining listings C. Provide lenders with helpful data	Realtors Institute Reference and Practice Book - Vol.I, Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Bring in sample property briefs and discuss with the students the good and bad points of the information that they present or fail to present.

Have students prepare a property brief from hypothetical information which you provide. Have students include a short description of how they would use these briefs.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1926 - Maintain a "listing file" in the real estate office with listings indexed, cross-referenced, and up to date.

CONTENT

I. Considerations When Keeping a Listing File
  - A. Maintain good records
  - B. Maintain contact with the seller
  - C. Keep informed of changes that effect the file

II. Use a Listing File to Aid the Buyer
  - A. Meet the needs and wants of the buyer
  - B. Impress the buyer with thorough information and knowledge of listings.

RESOURCES

How to Negotiate in Listing and Selling Homes
Chapter 1

Unger/Karvel, Real Estate Principles and Practices
Chapter 19

Selling Real Estate
Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have students observe a good real estate filing system in your area and have them note the methods and techniques used to keep the information accurate and up to date.

Have students prepare a written plan concerning how they would operate their own filing system in their own real estate office. If possible, have the students present this plan to a real estate agent, so that he/she will have a recommendation for improvement.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1927 - Use assistance of others in your agency when facing a problem.

CONTENT	RESOURCES
I. Know Your Limitations A. Legal B. Financing	Realtors Institute Reference and Practice Book - Vol. II, Chapter 9
II. Analyze the Problem A. Determine the assistance you need B. Determime the best person(s) to help you	How to Negotiate in Listing and Selling Homes Chapter 2
III. Work With Others Towards the Best Possible Solutions	

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the importance of having a good rapport with one's co-workers, boss, etc., in order to work out problems together when necessary.

Have students list possible areas or situations where they might require assistance and discuss with them the ways they can courteously obtain that assistance.

Divide into groups and give each group a sample problem and ask the group to solve the problem and report to the class the solution, and how it was collectively solved.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1928 - Know the essentials of a valid real estate sales contract and the forms of contract documents.

CONTENT	RESOURCES
I. Considerations of a Valid Real Estate Contract	Selling Real Estate Chapter 6
A. Date	
B. Terms of the agreement	Unger/Karvel, Real Estate Principles and Practices Chapter 4
C. Price and payment	
D. Names	
E. Agreements (pest control, etc.)	
F. Title transfer	Real Estate Selling Magic Appendix B
G. Deposit	
II. Contract Forms	
A. See the sample contract forms in suggested texts	
B. Check the approved contract forms for your area	

SUGGESTED LEARNING ACTIVITIES:

Identify and explain the main components of the real estate contract. Present sample contract forms to the students for their examination and study.

Give students sample data, and have them complete a real estate sales contract using the provided information.

Have a knowledgeable real estate person talk to the students concerning the criteria their board has used in selecting contract forms.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1929 - Understand the listing agreements, the contract for sale of real estate, the option to buy and sell, and installment contracts.

CONTENT

I. Listing Agreements
  A. Non-exclusive (i.e., verbal, open, etc.)
  B. Exclusive
    1. Right to sell
    2. Agency

II. Contract for Sale of Real Estate
  A. Binders (informal)
  B. Elements of the contract (formal)

III. Buy and Sell Options
  A. Time limitations
  B. Specifics of the sale

IV. Installment Contracts
  A. Time
  B. Amount
  C. Intervals

RESOURCES

Unger/Karvel, Real Estate Principles and Practices Chapter 4

Ring/Dasso, Real Estate Principles and Practices Chapter 8

Realtors Institute Reference and Practice Book - Vol. I, Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Bring in sample listing agreements (formal), contracts for sale of real estate, financial clauses (option to buy and sell), and installment contracts. Have students study these sample contracts and then discuss their essential elements.

Invite a real estate person to speak about importance of accuracy in completing real estate legal documents.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1930 - Understand leases and escrow agreements.

CONTENT	RESOURCES
I. Lease Agreements A. Term (length of possession) B. Rent (periodic payments)	Ring/Dasso, Real Estate Principles and Practices Chapters 8, 24
II. Escrow Agreements A. Seller B. Buyer C. Escrow holder	Unger/Karvel, Real Estate Principles and Practices Chapter 4, 7

SUGGESTED LEARNING ACTIVITIES:

Have an attorney, banker, or knowledgeable resource person from a title institution come to class and discuss the three party agreement known as an escrow contract.

Bring in sample lease contracts and discuss provisions concerning term, rent, and lessor/lessee agreements. Discuss the importance of seeking professional advice in the area of contracts, when it becomes necessary. Point out to the students that a real estate salesperson should never act as a legal counsel.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1931 - Explain sellers' responsibilities for property from sales to close.

CONTENT	RESOURCES
I. Seller Responsibilities A. Removal of encumbrances (unless otherwise specified) B. Delivery of instruments (insurance, deeds, notes, etc.) C. Delivery of latest tax receipts D. Maintenance of property E. Title Insurance/Abstract	Unger/Karvel, Real Estate Principles and Practices Chapter 12 Ring/Dasso, Real Estate Principles and Practices Chapter 12

SUGGESTED LEARNING ACTIVITIES:

Discuss those activities that take place from the signing of the contract to the close of the sale and relate them to the actions of which the seller is responsible.

Bring in sample instruments, such as insurance policies, deeds, etc., and have students explain how these instruments would be used in the closing of a real estate transaction.

ADVERTISING

OBJECTIVE:

COMPETENCY(IES):

CONTENT	RESOURCES

ADVERTISING

OBJECTIVE:

COMPETENCY(IES):

CONTENT	RESOURCES

COMMUNICATIONS

OBJECTIVE:

COMPETENCY(IES):

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